



# FACULTY COMPREHENSIVE HANDBOOK

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# College Organization:

## About Houston Community College:

Houston Community College System was created in 1971 under the governance of the Houston Independent School District as a result of a public referendum. In 1989, HCCS separated from HISD and established its own Board of Trustees. In 1992, HCC restructured into a multi-college system. [HCC Story](#)

## The College Mission:

Houston Community College is an open-admission, public institution of higher education offering a high-quality, affordable education for academic advancement, workforce training, career development, and lifelong learning to prepare individuals in our diverse communities for life and work in a global and technological society.

## The College Vision:

Houston Community College will be a leader in providing high quality, innovative education leading to student success and completion of workforce and academic programs. We will be responsive to community needs and drive economic development in the communities we serve.

## Strategic Plan:

Read the full plan at [HCCS-Transformation](#) and [Embracing Houston's Future](#)

# Section One: Policies and Procedures

## Conflict of Interest:

Employees must remember they are employed by a public institution. Their actions, either professional, financial, or political, shall not conflict with their official HCC duties, nor appear to do so. More information can be found at: [HCC Board Policy DBD](#).

Furthermore, any employee who deals with contracts, purchases, payments, claims, or other monetary transactions shall not solicit or accept any benefit (gifts, gratuities, etc.) from a person who does business with the college or may likely do business in the future. More information can be found at: [HCC Board Policy CDE](#).

## Credentials and Records:

Faculty are required to meet or exceed the current standards of the College Delegate Assembly of the Commission on Colleges of the Southern Association of Colleges and Schools, Texas Higher Education Coordinating Board, and other requirements established by the Chief Academic Officer.

## Faculty-Authored Instructional Materials:

If a program chooses to consider a text or textbook authored by a faculty member at HCC, then that faculty member must be recused from consideration and vote on that textbook adoption. If it is not practical to recuse all faculty authors (for instance, in cases where a large number of department faculty are involved in the development of a textbook/anthology), approval of the text and distribution of royalties should be managed on a case by case basis involving the chair and dean. The program may adopt faculty-authored textbooks in addition to the two-textbook limitation. In all other ways, the adoption of a faculty-authored text or textbook ought to proceed in the same way as any other text or textbook.

In the case when a faculty or staff member develops instructional materials solely for use by students enrolled in his/her specific section(s), no faculty or staff member shall realize a profit from the sale of instructional materials to those students.

## Employee Complaints and Grievances:

HCC supports positive employee relations and harmonious working conditions. The Employee Complaint Process provides employees an orderly process for the prompt and equitable resolution of disputes with the exception of issues governed by Titles VI, VII, or IX, Sexual Harassment, or the Americans with Disabilities Act (ADA). Complaints or Grievances based on allegations of discrimination and/or sexual harassment must be filed with the HCC's Office of Institutional Equity and not pursuant to this procedure. To file a complaint of discrimination or retaliation related to Titles VI, VII, or IX, or the ADA, see [HCC Board Policy DIAA](#). More information in regard to Employee Complaint Process can be found at: [HCC Board Policy DGBA](#).

**Informal Resolution:** HCC encourages informal resolution of employee complaints outside of the formal complaint process. Prior to filing a formal complaint, employees will informally meet with their immediate supervisor to attempt resolution. The employee or the supervisor may request that an assigned Senior Human Resources Generalist also attend this meeting. Employees are encouraged to contact their Sr. Human Resources

Generalist for additional suggestions about how to resolve a complaint informally. Your Sr. HR Generalist is the one associated with the location of the office of your Chair.

## **Employee Evaluations:**

### **Full-time Employees:**

HCC has adopted the PEP (Performance Excellence Program) for evaluating the performance of all full-time HCC employees, including faculty. The purpose of the employee performance evaluation shall be to:

1. Raise and maintain the quality of instruction and educational service to the citizens of the community.
2. Raise and maintain the standards of the College as a whole.
3. Support employee professional growth and improvement.
4. Assess employee's future employment with the College.

Evaluation of employees, both professional and nonprofessional, shall be a cooperative and continuing process with formal appraisal periodically following established procedures for the evaluation process. All full-time employees shall be formally evaluated a minimum of six (6) weeks prior to the Board meeting when renewal of employment for the following contract year will be recommended by the Chancellor.

College administrators shall evaluate every full-time employee on a strictly job-related basis according to the terms of the evaluation instruments. The employee has the option to submit a reaction statement if, in the employee's opinion, additional information pertinent to the evaluation is needed. The employee may not appeal an unfavorable evaluation through the grievance process, as performance evaluations are not a grievable item. However, employees may prepare a reaction statement in response to an unfavorable appraisal; if the employee/supervisor performance appraisals cannot be reconciled, the reaction statement will be made a part of the employee's formal personnel record.

Additional Information about the Performance Excellence Program is available at: [HCC Board Policy DLA](#).

### **Adjunct Faculty:**

All adjunct faculty members must be observed and evaluated annually, using standardized appraisal instruments specifically for adjunct appraisals. For additional information about adjunct faculty evaluations, contact your direct supervisor (Department/Program Chair or program Director). More information can be found at: [Adjunct Faculty PEP Handbook](#)

## **Equity and Management:**

An employee who creates a copyrightable or patentable work with College District support may have an equity interest in the work or in a business entity involved with the work. However, this interest must be disclosed to the College President/Vice Chancellor responsible for the area and an agreement concerning the same must be stipulated in the written agreement as specified by College policy. The employee is prohibited from holding an executive position in the business entity.

## **Equal Opportunity Employment:**

[HCC Board Policy DAA](#), HCC will seek qualified persons for each position based on the criteria of job related standards of education, training, experience or personal qualifications. Any questions concerning employment discrimination should be directed to [the Office of Institutional Equity](#).

## Hiring Practices ([New Employee](#)):

### **Full-time Employees (Staff & Faculty):**

The procedures involved in the hiring process for full-time positions can be found at: [C.3.2 Hiring Practices – Full-time Employees](#)

Screening Committees are required for all full-time faculty positions plus non-faculty positions on the Executive Salary Structure beginning with grade E10 and above, including grant or soft money positions. A Screening Committee is not required for other exempt positions below salary grade E10. For "non-exempt" positions (i.e., those subject to overtime pay) Screening Committees should not be used. However, if needed for either exempt positions below grade E10 or non-exempt positions, the Hiring Authority may choose to utilize a screening committee to assist in the screening process, provided the Hiring Authority maintains process control and retains the decision making authority. More information can be found at: [Screening Committee Guidelines](#)

### **Part-time Employees (Staff and Faculty):**

All procedures relating to hiring part-time employees can be found at: [C.3.2.1 Hiring Practices – Part-time Employees](#)

Furthermore, full-time HCC employees may have additional employment (**outside and inside the System**), provided they notify their supervisor of the additional employment (please see [APPENDIX A](#)), and the additional assignment does not interfere with the employee's full -time duties, work schedule, and job performance at HCC. More information can be found at: [HCC Board Policy DJ](#).

## Intellectual Property:

Faculty, staff, and students of HCC are responsible for complying with the provisions of the United States Copyright Law (Title 17, United States Code), the Technology, Education, and Harmonization (TEACH) Act of 2002, and the Digital Millennium Copyright Act of 1998, and with provisions of Creative Commons licenses. More information can be found at: [HCC Handbook on Copyright and Intellectual Property](#)

## Leaves and Absences:

HCC provides a comprehensive and systematic program of leave for all benefits-eligible employees. The program includes both compensated and uncompensated leave. The Talent & Engagement Department develops, administers and monitors all leave policies and procedures. Hiring authorities and supervisors are responsible for the fair and consistent application of these policies and adherence to procedure. More information can be found at: [HCC Board Policy DEC](#).

## Nepotism:

HCC permits the employment within the college community of individuals of the same family or those who have a personal relationship. However, the employment within the same department normally is prohibited for individuals of the same family or for those who have a close or intimate personal relationship. This procedure provides specific guidance on maintaining an operational environment at the College that is free of potential undue influence from conflicts of interest or personal relationships. More information can be found at: [HCC Board Policy DBE](#). Also, see [Faculty Nepotism Policy](#).

## @ Your Service:

Faculty may view and edit their personal information here. This is also where you register for training and view your pay stubs. This is where faculty will enter time if paid hourly and record leave such as sick, bereavement, etc. Faculty can print their yearly parking permit from this site. Instructions for logging on to the @yourservice site are located at: [@yourservice](#)

**It is the responsibility of each faculty member to become familiar with and abide by HCC policies and procedures. The College's Policy and Procedures can be located at:**

1. [HCC Talent & Engagement Webpage](#)
2. [HCC Board Policies](#)
3. [HCC Procedures](#)

# Section Two: Instructional Operations

## Academic Freedom:

### EMPLOYEE RIGHTS AND PRIVILEGES

### ACADEMIC FREEDOM AND RESPONSIBILITIES DGC

Each faculty member will have freedom in the classroom to discuss the subject he or she teaches. Additionally, each faculty member is expected not to introduce into his or her teachings controversial matters that have no relation to the classroom subject. Faculty members shall, when speaking, make clear that their opinions are not necessarily those of HCC. At the same time, faculty members should strive to be accurate in their statements and to be willing to listen to and show respect for others who express different opinions.

Institutions of higher learning exist for the common good. The common good depends upon a free search for truth and its free expression. Therefore, it is essential that College System faculty be free to pursue scholarly inquiry without undue restriction and to voice and publish their conclusions concerning the significance of evidence they consider relevant. The faculty member must be free from the corrosive fear that others, inside or outside the college community, may threaten his or her professional career because their vision differs from that of others. Faculty members are entitled to freedom in the classroom in discussing the subject being taught to the full extent permitted by law. Furthermore, faculty members are free from institutional censorship or discipline when they speak, write, or act as citizens of their nation, state, and community. [AAUP Statement](#)

The concept of academic freedom must be accompanied by an equally demanding concept of responsibility, shared by the Board, administrators, and faculty members. Exercise of professional integrity by a faculty member includes recognition that the public will judge the member's profession and the College System by the faculty member's statements. Therefore, faculty members should strive to avoid creating the impression that they are speaking or acting for the College System when speaking or acting as private citizens. Faculty members should be judicious in the use of controversial material in the classroom and should only introduce such material when it has a clear relationship to the subject matter of the course being taught.

## Faculty Teaching Responsibilities:

The primary role of a faculty member is to instruct, evaluate, and advise students and to facilitate students' instruction. While carrying out these roles, a faculty member serves as a liaison between students and administration in communicating instructional policies and procedures pertaining to students.

## Instructional Days:

During the week prior to the first day of instruction for the Fall and Spring semesters, a College-wide meeting known as the Instructional Conference Day shall be convened. During these Instructional Conference Days, each program committee will meet per a schedule that best allows faculty who belong to more than one program the opportunity to attend two program committee meetings. After these meetings conclude, there may be a joint meeting of the VCIS, deans, and department/program chairs (academic and workforce) for the purpose of discussing general program issues. No other meetings, events, or speakers shall be convened on Instructional Conference Days unless they directly pertain to the program committees and, in these cases, may only be held after all of the required meetings noted above.

The Vice Chancellor for Instruction Services (VCIS) will send a letter to each faculty member notifying them of the first District-wide meeting each semester of the Program Committee. A complete list of all members of the Program Committee should be compiled by the Chair of the Program Committee at the August meeting of each

year. However, it is the responsibility of those members who do not attend the first meeting to contact the Program Chair so that the Chair may add their name to the list. Participation in the activities of the Program Committee is a part of every full-time faculty member's duties, and as such, will be incorporated into their yearly evaluation.

### **Committee Service:**

The primary responsibility the improvement of the College's educational program resides with the faculty. Various committees within the College function to achieve this objective. Faculty serve on a variety of department, campus, or College-wide committees. The faculty member must specify such committee service on the Faculty PEP form.

### **Graduation:**

Graduation is held in May. Attendance at graduation exercises is both a contractual requirement and a privilege of full-time faculty. All full-time faculty are expected either to serve (organizing faculty, orchestrating sign-ins, etc.) or to take part in the graduation exercises, dressed in appropriate academic attire. Cap and gown rental order forms will be distributed early so that faculty can indicate whether they wish to rent cap, gown, or hood or supply their own. A bulletin of details of the exercises will be issued well in advance of the ceremony.

### **Evaluation of Students' Performance:**

Faculty are expected to evaluate the work of students enrolled in college-level credit courses during a semester (or as called for by the governing Program Committee), supervise the course, and assign grades. Evaluations may include tests, homework assignments, pop quizzes, in-class essays, out-of-class essay assignments, term papers, projects, presentations, journals, and other assignments. Faculty are urged to require that students complete at least one written assignment for evaluation during the semester. A good system of evaluation will:

- a. Aid students in knowing what is expected of them and help prepare them for the specific kind of evaluation to be given.
- b. Allow students a number of opportunities to be evaluated so that one poor performance does not automatically result in a failing grade.
- c. Give students feedback on their progress several times throughout the term.
- d. Use more than one mode of evaluation so that students have an opportunity to exhibit learning in more than one way.
- e. Determine final course grades in a fair and objective manner.

### **Final Examinations:**

- Final exams must be given in accordance with the published [college schedule](#).
- Final exams must not be given to any student in advance of the scheduled time without the written authorization of the appropriate instructional supervisor.
- Some subjects may have department-wide, comprehensive final exams. Faculty teaching in these subject areas will be notified by the instructional supervisor concerning exams.
- Faculty are responsible for proctoring all their examinations, except in the case of those faculty who teach online; they are required to proctor examinations according to online examination schedules.

## Grading System:

The College uses the following grading system: Letter/Numerical Grade Rating Points per Semester Credit Hour:

A	90-100 Excellent	4
B	80-89 Good	3
C	70-79 Fair	2
D	60-69 Passing	1
F	59-0 Failing	0

In addition, the following grades with zero grade points may also be recorded:

- **I (“Incomplete”)** is a conditional grade used to indicate that the student has not completed the course. It is the responsibility of the student to make arrangements with the instructor or to submit requisite work (projects, papers, make-up examinations) to complete the course and be assigned a grade. **It is highly recommended that the faculty and students sign a contract that indicates the work to be done to complete the course (see [Appendix C](#)).** A grade of incomplete which has not been made up after six months from the end of the term which the “I” was assigned as a grade will be converted to an “F.” All “I” designations must be changed to grades prior to graduation.
- **IP (“In progress”)** may be assigned once in certain developmental courses and must be noted in the Grading Option column of the Official Grade Roster Report. Students must re-enroll the next semester to receive credit. A grade of IP does not affect a student’s grade point average (GPA); however, failure to satisfactorily complete the course during the second semester will result in an F for the course.
- **W (“Withdrawn”)** is assigned by the withdrawal deadline date noted each semester.
- **FX** is a special category of failing grade. FX is assigned to students who stop attending class (participating in assignments, quizzes, discussions, etc.) and who do not withdraw themselves prior to the withdrawal deadline; either they may be dropped by their HCC faculty for non - attendance or be assigned the final grade of “FX” at the end of the semester. Students who stop attending classes will receive a grade of “FX,” compared to an earned grade of “F” which is due to poor performance. It may also apply to students who disappear after the withdrawal deadline or fail to take the final exam in a course where one is administered.

A grade of “FX” is treated exactly the same as a grade of “F” in terms of GPA, probation, suspension, and satisfactory academic progress. However, students who receive financial aid but fail to attend class, as shown by your assigning an "FX" as their grade, will be reported to the Department of Education and may have to pay back their financial aid and international students may be reported as not maintaining F-1 immigration status.

All FX grades must include the date of last student activity.

**Note: Health Science programs or other programs that are accredited by a third party agency may utilize a different grading system from what is listed in the HCCS Student Handbook. Faculty should consult with thier Program Director or Department/Program Chair for their particular program’s grading system & criteria.**

## Grade Changes:

Following the end of the semester, it is occasionally necessary to change a student's grade because of instructor error in computing grades, students turning in required assignments late, or to satisfy requirements of a grade of "Incomplete," or similar circumstances. Any instructor can do a grade change online within 60 days of the date that grades are due. Any grade changes past the 60 days period will automatically get deferred to the original paper form process ([Online Grade Change Directions](#)). To change the grade after 60 day period, the instructor must complete a [Change of Grade Form](#), which is available within the Faculty Service Center area of the myHCC website (myhccs.edu). To affect a change of grade, the instructor completes the Change of Grade form and submits it to the instructional supervisor for approval; the instructional supervisor approves the change and forwards the signed Change of Grade form to the Dean; the Dean approves the change and forwards the form to the Office of Student Records; and the Office of Student Records completes the change of grade.

## Incompletes:

Faculty may assign a grade of "I" (incomplete) on the Official Grade Roster Report and via PeopleSoft. In such cases, faculty must have some reasonable expectation that the student will finish the work within the allotted time. The rules of the College give the student who receives an "Incomplete" six months to complete the course work and change an "I" to a letter grade. After the deadline, the "I" automatically will be changed to a grade of "F". In The case of an incomplete, it is the student's responsibility to contact the instructor to arrange to complete the missing work. However, faculty are responsible for working with students receiving "Incompletes" to afford them an opportunity to complete their work. Faculty must grade the completed work and compute final grades. Faculty can then remove the student's "Incomplete" and assign a grade by following a [Change of Grade process](#).

The decision to assess an "Incomplete" for student's course work belongs to the instructor. When making such a decision, faculty are encouraged to consider the implications of assigning an "I" to a student. There must be some indication from the student that he or she intends to complete the required work within the time allotted by policy. In the case of a student missing the final exam or failing to turn in a final paper, it is a customary practice that many faculty will award an "Incomplete" if the student has been attending class regularly and has successfully completed a substantial portion of the course work. This is not a universal rule, however. Faculty are discouraged from giving the grade of "Incomplete" to a student who stopped coming to class several weeks before the final exam without an appropriate reason for the absences or to a student who has missed several major assignments in the class and has not provided the instructor with any indication of when he or she will make up the work. Faculty are discouraged from using an assigned grade of "I" to simply comply with finalizing the grade submission process and meeting deadlines.

## Absences and Substitutes:

It is the responsibility of all full-time and adjunct faculty members to contact their supervisor when they will be absent from class. Whenever possible, the faculty member should arrange for a substitute. **It is the responsibility of the faculty to ensure that the student receives the total number of contact hours of instruction required for the course.**

## Instructional Records:

Keeping accurate and complete records is a vital part of the instructor's job. Faculty will encounter a variety of important documents concerning class rolls, attendance, and grades. Faculty are responsible for safeguarding the privacy of student records. Faculty members should not disclose information about students, including grades,

attendance records, Social Security numbers, phone numbers, addresses, or other personal information, except to appropriate College officials or as required by law. Requests for information by parents of dependent children or other individuals should be referred to the Office of Student Records or the local Dean of Student Services. Likewise, students are not required to disclose personal information during classroom exercises or on polls conducted in the class.

To locate forms for instructional recordkeeping, go to “[Student System Sign-in](#)”, enter your user id and password to log in, and then click “Self Service, then “Faculty Center.” In this area, you will also find the online attendance roster.

### Attendance Reports:

All faculty are required to take daily attendance online using the Attendance Roster. This roll must be submitted electronically by the official day of record for the semester. The day of record will be located above the online roll sheet. It's the faculty member's responsibility to ensure all attendance rosters are submitted by the due date. Late submission may result in disciplinary action. See Controlling Procedures and Documents below.

### Grade Records/Submission of Final Grades:

Faculty will submit final grades using two methods: (1) entry of final course grades into the online Grade Roster in [PeopleSoft](#) and (2) submission to your Chair of the completed Roster Summary/Grade Sheets available in PeopleSoft. Grades must be submitted using both methods. **Final grades must be submitted by the deadline published by the Registrar.**

The timely submission of grades and rosters by faculty is extremely important to HCC in that failure to submit grades and rosters in a timely manner results in the delay of students' financial aid and a significant loss of revenue for the institution. Additionally, the extra expense to the college for personnel to “work around” late information has severe financial consequences for the College as well. These guidelines provide instruction to all faculty as well as those in academic and administrative roles.

**Faculty are highly encouraged to keep up-to-date electronic gradebooks thought the semester so that students may view their academic progress.**

### General Information:

Admission and Records (Student Services), under the direction of the Vice Chancellor of Student Services, will publish and notify all HCC faculty of deadlines for roster and grade submission. That information is available on the myHCC intranet website (active directory password protected) at: [Student Services](#).

### Monitoring of Due Dates and Compliance:

A district-wide list of all faculty members who do not submit rosters and grades information “on-time” as specified above will be published by district Admissions and Records and e-mailed to the VCIS, College Presidents, Deans, and Directors. **Please note that the submission of the items by the due date is a contractual faculty agreement.**

For FT faculty who miss on-time submission for the first time, but submit the roster/grade information within one additional week, the following consequences may occur: a written warning that becomes a part of their employee personnel file in addition to receiving an unsatisfactory mark on a specified PEP goal or objective.

Any subsequent violations for a FT faculty's non-submission of rosters or grades may result in further discipline up to and including termination or non-renewal pursuant to and in compliance with the faculty contract (if applicable) and HCC's Policies and Procedures.

### Controlling Procedures and Documents:

The current faculty contract is the primary document that controls and determines what the duties and responsibilities are for all HCC contracted faculty. HCC Procedure [C.21.2](#), Progressive Discipline, [C.21.3](#), Terminations and Non Renewals, and [C.21.4](#), Employee Evaluations are current HCC procedures that relate to the disciplinary action and evaluations that may result from non-compliant faculty.

### Adjunct Faculty:

Adjunct Faculty members are held to the same standard as contracted faculty with regard to the timely submission of rosters and grades. Adjunct Faculty who fail to timely-submit grades may be subject to "non-hire" for subsequent semester(s).

### Campus/classroom Information:

#### A. Guest Speakers:

Many faculty augment their courses by using guest speakers. Although the College welcomes the use of an occasional guest speaker, faculty are expected to discuss plans to use a guest speaker with their instructional supervisor and complete all appropriate paperwork as required.

#### B. Field Trips:

Because of possible concerns about legal liability, faculty must inform and discuss any field trips with their instructional supervisor in advance. If permission is given, the instructor must fill out the appropriate forms. **Faculty are NOT allowed to transport students in their own personal vehicles.**

#### C. Care of the Classroom:

At most instructional sites, faculty share classroom space with other faculty. It is the responsibility of the faculty to ensure that classrooms are left in good condition. No drinking or eating is allowed in any of the classrooms, and all HCC facilities are smoke-free. Faculty should ask students to confine these activities to appropriate areas. As a matter of professional courtesy to the next group utilizing the room, faculty should erase the boards upon the completion of class. Also, if the faculty and/or students rearranged the classroom seating (desks/chairs/tables) during class, the instructor should see that the seating is placed in its original position before leaving the classroom.

#### D. Children in the Classroom:

The College does not allow children to be present in the classroom or left unattended on HCC property. Some of the campuses within the College offer child care or financial help for child care. Students should check with the Student Services Office at their home campus for information concerning child care services.

### **E. Class Times:**

HCC classes begin at the time listed in the course schedule. Faculty are responsible for beginning classes on time. College District policy stipulates that for every hour of instruction, students must be allowed a ten minute break or the instructor may dismiss class before the end of the scheduled class period to accommodate for the break period. For example, if the class time is listed in the schedule as beginning at 8:00 and ending at 9:00, then the instructor should dismiss class no later than 8:50 to accommodate for the ten minute break per hour of instruction policy. Classes scheduled for an hour-and-a-half traditionally dismiss fifteen minutes prior to the next class; but in any event the last ten minutes of the scheduled slot should be reserved for students to transition.

## **Department/Division Operations:**

### **A. Syllabi:**

#### **GUIDELINES RELATED TO ALL FACULTY RESPONSIBILITIES TO COMPLY WITH HOUSE BILL (HB) 2504**

(HB) 2504 (a State of Texas law requiring all higher education faculty to post CVs and syllabi) Texas legislation mandates public colleges and universities must make a curriculum vitae and course syllabus available online for each course taught at their institutions. Among several requirements, HB 2504 specifies that: “The institution shall make the information required by Subsection (a) available not later than the seventh day after the first day of classes for the semester or other academic term during which the course is offered. The institution shall continue to make the information available on the institution's Internet website until at least the second anniversary of the date on which the institution initially posted the information.” In response to the state law, Houston Community College is requiring all faculty to post a current curriculum vitae and a course syllabus for each of their courses on the Learning Web.

Generally, a faculty’s CV may not include any personal information, including the instructor’s home address or home telephone number. Minimally, the CV should list the instructor’s:

- Postsecondary education
- Teaching experience
- Significant professional publications

Faculty should consult with their departments for specific instructions in this regard. Resources are available to assist faculty in understanding the legislation and to provide guidelines for preparing their curriculum vitae and syllabi for posting online. Information can be found at: [HCC Learning Web Support](#)

In order to comply and maintain compliance with Texas State House Bill 2504, HCC has adopted standards and procedures for creating course syllabi and for posting them to the Internet. HCC faculty, both full- and part-time are required to be in compliance with these standards and processes throughout the academic period stated in the law. HCC is fully committed to supporting faculty as they become compliant and maintain compliance with this legislation. Consequently, this documentation will offer clarification of these standards and processes as well as steps to implementing them. You may find the template at: [Curriculum Development Support Resources](#)

### **B. Student Evaluation of Instruction:**

Once each Fall and Spring semester, students are given an opportunity to offer their perceptions of faculty and instruction. These student evaluations are processed online and results are returned to faculty and the appropriate instructional deans after the end of the semester. The purpose of the student evaluation of instruction is to assist the instructor and to gather information useful in modifying the course. [The EGLS3](#)

(Evaluation for Greater Learning Student Survey System) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to faculty about their teaching. Results are anonymous and will be available to faculty and Department/Program Chairs and Program Directors after the end of the term. EGLS3 surveys are only available for the Fall and Spring semesters. There are no EGLS3 surveys during the Summer semester due to logistical reasons. **Faculty should encourage students to participate in the EGLS3.**

## Instructional Initiatives:

### A. Culture of Evidence and Inquiry:

A culture of evidence is created through the use of data to strengthen institutional change and student success efforts. In addition, it is a continual process of coming together to assess student success so that decisions can be made about where to concentrate improvement efforts and measure the impacts of activities. For more information, please visit [Culture of Evidence and Inquiry](#).

### B. Achieving the Dream:

Achieving the Dream is a multiyear national movement designed to help more community college students succeed. This initiative's particular focus is on improving outcomes for student groups that traditionally have faced significant barriers to success, "especially minority students, students of color and low-income students." [achievingthedream.org](#). For more information about Achieving the Dream at HCC, visit [Achieving the Dream at HCC](#)

### C. Pathways:

The Pathways project is a Texas state, regional, and local vertical alignment initiative in which public secondary and postsecondary institutions partner to collaborate and share data on students they serve. These partnerships are designed to improve data sharing and identify local curricular and policy improvements to smooth student transitions between high school and college. At the heart of these partnerships are subject-specific vertical teams in English, math, science, and social studies comprised of high school teachers, community college faculty, university faculty members, and institutional leaders and educators. More information can be found at: [University Pathways](#)

## Professional Development and Training:

Faculty are expected and encouraged to participate in activities that promote professional development. HCC allocates \$2,000 each year to each full time faculty for professional development and training. More information about faculty professional development fund can be found at: [FPDF](#)

## The Institute for Instructional Engagement & Development:

IIED serves as part of the Division of Instructional Services. As a service department, the Institute's focus is to bring together experts in teaching and learning matters with faculty, instructional leaders, and administrators in order to positively impact student success. The Institute is comprised of two organizational units that fulfill distinct purposes: the Center for Teaching & Learning Excellence, and the Center for Faculty & Instructional Leadership Excellence. More information can be found at: [IIED's Virtual Faculty Lounge](#).

## Faculty Sabbatical Leaves:

The purpose of sabbatical leave is to provide opportunities for full-time faculty to engage in activities that will benefit the College and result in improved job performance. The total number of sabbatical leaves granted shall be subject to available funds budgeted for such purposes at the College District. At no time shall the number of individuals on sabbatical leave exceed five percent (5%), College-wide, of the total number of faculty within a program, and no more than one (1) full-time employee within a College program. More information can be found at: [HCC Board Policy EJD](#).

## The Faculty Association/Faculty Senate:

The HCC Faculty Association consists of the entire faculty of Houston Community College. All faculty (full and part-time, including librarians) are automatically members of the association and are represented by delegates and officers elected from each of the academic (including library), workforce, and continuing education divisions and Centers of Excellence to the HCC Faculty Senate (formerly called the Faculty Association Council - FAC). There are no dues or fees required for Faculty Association membership.

The HCC Faculty Senate is a college-wide consultative body whose voting representatives are elected annually from the Faculty Association. Please see the [By-Laws](#) for current election procedures. Meetings are generally held on the second Friday of every month at 1:00 in Room 100, The Learning Hub, at Central Campus, located at 1300 Holman, unless otherwise advertised. All Faculty are encouraged to participate in these meetings and the activities of the HCC Faculty Association.

[The Houston Community College Faculty Senate website](#) contains all of our contact information, our bylaws and committees, and archives of our meetings and resolutions. [The Senate Facebook page](#) is updated frequently with breaking news and information. Faculty are encouraged to review the sites for latest updates.

## Faculty Workload Procedures ([Faculty Workload](#)):

### I. General Guidelines:

#### Overview and Standard Workload:

Faculty workload is based on instructional and non-instructional duties. Effort has been made to define these duties in accordance with the history of faculty teaching roles, non-teaching roles, typical departmental needs, and student-focused support. The purpose of this section is to ensure that the standards used to determine faculty load are consistent across the college, with equity in determining load among different departments, programs, and faculty types.

The standard workload for each of the two major faculty groups: instructional (academic, workforce, and continuing education/corporate training), and librarian consists of a 40-hour work week. Faculty work responsibilities are divided as follows: Teaching/Learning Support 75%; Academic Advising 7.5%; Professional Development 10%; Institutional & Community Service 7.5%. Full-time faculty standard workloads ordinarily may not exceed 60% online education, co-op, and/or music lessons during any given semester.

The standard workload consists of a 40-hour workweek, described later for each of the two major faculty types: instructional (academic, workforce, continuing education and extended learning) and librarian. The 40 hours are to be apportioned for work in four areas: teaching and learning support; advising activities; institutional and community support; and professional development.

## Tracking Faculty Workload:

Faculty workload assignments and activities must be entered and tracked through the PeopleSoft student system. PeopleSoft tracks workload through “course-based” and “non-course-based” assignments. Workload values are automatically calculated for course-based assignments when faculty are scheduled as the instructor(s) of record. Faculty can be assigned as the sole instructor or faculty can split assignments in a class. Classes can also be combined under one or more faculty for enrollment and workload purposes. When assigning faculty, Chairs can designate the assignment type for the class, whether regular load or overload. In addition, other limits such as for music lessons, online education, and co-op, are also tracked through assignment types.

Non-course based and alternative assignments must be entered manually by the Chair for each full and part-time faculty. See the [Tracking Faculty Workload PowerPoint](#).

## Instructional Overload Policy:

Teaching assignments are given as part of a faculty’s regular schedule. Any courses taught beyond the regular schedule are considered overloads and will be paid as such. Any further exceptions must be approved by the VCIS. Full-time faculty are limited to twelve (12) contact hours of overload during each semester (fall, spring and summer). Deans/Directors of COEs have the authority with the approval of the appropriate Associate Vice Chancellor or President to grant an exception to this policy. All exceptions must be documented in the PeopleSoft Faculty Term Workload module. For the purpose of full time workload calculations only, the Winter Holiday sessions are considered beyond the spring semester in which they are reported to the state.

## Workload Guidelines for Adjunct:

Adjunct faculty may teach up to 9.75 contact hours during any semester (fall, spring, and summer), including all sessions scheduled within that semester. This normally means three lecture courses (9 contact hours) or 1 ½ science/art lab-based courses (9.5 contact hours). This guideline includes all sessions scheduled within each semester, whether scheduled concurrently or sequentially. Deans have the authority with the approval of the AVC or President to grant an exception to this policy for one semester only (fall, spring, or summer) within an academic year up to a maximum of 13 contact hours for the semester. This exception should be exercised only in emergencies and when departments/colleges face a critical shortage of adjuncts. For the purpose of part time adjunct faculty workload calculations, mini sessions are considered part of the spring or summer semesters in which they are reported to the state. In other words, PT faculty limits (9.75 contact hours) apply to any and all sessions, including mini sessions, contained within a fall, spring, or summer semester.

## Alternative Instructional Assignment Policy:

Houston Community College provides faculty time to complete certain assigned tasks that cannot reasonably be accomplished as part of the regular assigned responsibilities of full-time faculty or Instructional Leaders. Alternative instructional assignments should be directly related to the mission of Houston Community College. Examples of appropriate alternative instructional assignments include (but are not limited to) developing new programs, or revising college curricula. Alternative instructional assignments must be approved by the appropriate instructional dean/director and documented on the Alternative Instructional Assignment Approval Form, on file in the VCIS office or the appropriate AVC office.

Alternative assignments are meant to take the place of teaching and learning support activities. They should not be used as a substitute for faculty workload components, including activities such as professional development, advising, and institutional/community service.

Time spent on alternative instructional assignments must be documented; the typical alternative assignment should account for twice the number of hours as the number of contact hours of the class assignment it replaces, e.g. a six clock hour per week alternative assignment would take the place of a three contact-hour class.

For instructional faculty, the release from contact hours is accompanied by a release for the same number of preparation hours. Both are absorbed into the alternative assignment. Other preparation and contact hours remain intact.

Except in unusual circumstances, alternative instructional assignment requests should be made at least thirty days before the start of the semester. Alternative instructional assignments for full-time faculty are given as part of instructor's regular schedule. Any courses taught beyond the regular schedule are considered overloads and will be paid as such. Any further exceptions must be approved by VCIS.

A negotiated workload recognizes the diverse and complex nature of faculty work at HCC. Although the core of faculty work is defined by the duties and responsibilities of teaching, faculty are also involved in all the tasks that support teaching and learning and in institutional and professional development activities as well. When those other tasks exceed their allotted time, Alternative Assignments (Releases) can be used. Such alternative assignments will be deemed important and essential by the department or institution and negotiated between the Chair and faculty member.

- Alternative assignments are used to replace a portion of Teaching/Learning support activities. They should not be used as a substitute for, nor should they be allowed to take up time meant for Professional Development, Advising, and Institutional/Community Service.
- For instructional faculty, the release from contact hours is accompanied by a release for the same number of preparation hours. Both are absorbed into the alternative assignment. Other preparation and contact hours remain intact.
- Alternative assignments under negotiated workload are part of the Instructional Leaders formula. Alternative assignments allow them to carry out extensive administrative duties and responsibilities. These alternative assignments may be offered to faculty to achieve a negotiated workload. See [Section 5: Instructional Leader' Guidelines](#).
- Faculty receiving negotiated workloads are subject to the same rights, privileges and policies as faculty receiving standard workloads.

Examples of "alternative assignments" may include but are not limited to such tasks as:

- Program Director
- Chair
- Associate Chair
- Honors College Director
- Assistance in the Evaluation of adjunct faculty
- Program Coordinator
- Tutoring, mentoring, or student support activities
- Additional departmental academic advising beyond the regular workload commitment
- Technology and facility development/support
- Course and program development
- Special professional development work
- Special preparation for particular courses or projects
- Grants preparation and/or management
- Program promotion and recruiting

**Conditions:** In negotiating faculty workloads it is understood that:

- Alternative assignments will be made only for activities that clearly support the work of the institution.
- Negotiation and assignment must take place within the framework of institutional policies and procedures.
- Only faculty in good standing ([PEP](#)) will be eligible to request an alternative assignment.
- Must be approved by the appropriate AVC and President.

**Reports:**

At the end of each semester, a report is to be submitted regularly, outlining the objectives achieved during the alternative assignment. A copy of the report must be submitted to the District office for documentation of the work accomplished.

**Faculty Alternative Assignments (Release Time) and Stipends Utilizing Department/Division Budget Funds:**

Faculty who are approved for alternative assignments may be compensated one of two ways: stipend or release time. A stipend is monetary compensation; whereas, release time is a release from full-time loads. Each option is highlighted below.

**a. Alternative Assignments Paid via Stipend:**

Stipends will only be paid for the following activities:

1. Grant Management/Writing
2. Development or revision of a model online course
3. Development of a new course (not currently offered at HCC)
4. Completion of CTLE Teaching and Learning Program\*
5. Development of a faculty training seminar
6. Participation in the QEP
7. Club Advisement\*

Faculty who are paid via stipend will have two options to receive payment: one lump sum payment at the end of the project or two equal installments paid at the midpoint and upon completion of the project (not to occur earlier than the end of the semester) by pay period. In the following funding formula, 1 contact hour equates to 30 hours of work and \$20 per hour is the standard:

- CH = \$ 600
- CH = \$1,200
- CH = \$1,800

All stipend requests will have to be approved by the Department/Program Chair and COE Dean/Director by using the Alternative Assignment Request form (see [Appendix B](#)) Stipends for activities indicated with an asterisk (\*) are only paid if the hours of work exceed the requirements associated with the faculty workload (i.e., student advisement)

**b. Alternative Assignments Paid via Release Time:**

Release time has been assigned to the Division Deans and COE Deans/Directors for distribution through the Department/Program Chairs and Program Directors based upon a contact hour formula. For every 210,000 contact hours, each division (i.e., English and Communications) will receive 6 contact hours of released time per year (for divisions below 210,000, a base amount of 6 contact hours will be provided). In this formula, 1 contact hour equates to 30 hours of work. All projects will have to be approved by the Department/Program Chair, Program Director and Division Dean or COE Dean/Director by using the Alternative Assignment

Request Form. Division Deans and COE Deans/Directors have the flexibility to allocate release time across the division at their discretion.

Projects that qualify as an alternative assignment are those that align with the strategic direction of the College and Division. In addition, these projects are for work that is beyond the scope of contracted full-time responsibilities as outlined in the full-time teaching contract (Teaching, Advising, Institutional/Community Service, and Professional Development). Division Deans and COE Deans/Directors will have a deeper dialogue with Department/Program Chairs and Program Directors regarding the process and expectations associated with alternative assignments.

These release time allotments are above the Department/Program Chair, Program Director, Associate Chair, Program Coordinator allotments.

**c. Procedures:**

- The request for a negotiated workload may originate with the faculty member, Department/Program Chair, Dean/Director, or from within the Office of the Vice Chancellor of Instructional Services.
- The Chair and faculty member must negotiate terms of the workload using appropriate documentation and evidence to supply evidence of need. The negotiation will include consideration of budget implications. The Chair will maintain an [Alternative Assignment Form](#) signed by both chair and faculty member.
- The Alternative Assignment Form and supporting evidence is sent to the appropriate dean/director for final approval.
- If approved, the Department/Program Chair must enter the alternative assignment in the faculty's Term Workload page in PeopleSoft. The Chair also maintains the record of the negotiation, ensures successful completion of the assignment, and utilizes the assignment in the faculty evaluation process.
- Each semester, the dean/director should prepare for the appropriate Associate Vice Chancellor, a report of all alternative assignments.

## **Application Process for New Stipend Awards or Release Times Outside the Instructional Leader Guidelines Formulas:**

No other stipends other than the ones detailed above or release times as justified by the formulas are automatically allowable. If an instructional unit or another HCC administrative entity wishes to create a new and different stipend or release time, the Chair must prepare a detailed memo with the Alternative Assignment Approval Form (available in the Faculty Workload Guidelines) for the appropriate Dean, Director, Associate Vice Chancellor and College President offering justification. The President or Associate Vice Chancellor will then present the request to the Vice Chancellor of Instruction for approval. Only the Vice Chancellor is authorized by approve new or different stipends.

### **9-Month, 10.5 Month, and 12-Month Assignments for Full-Time Faculty:**

9, 10.5, or, in some cases, 12 month contracts are offered (restrictions apply for 12-month contracts). Within each contract, Full time faculty workload is considered 40 hours per week or 100% faculty load.

- Twelve-month assignments must be approved by the VCIS. Twelve-month assignments will be periodically reviewed to determine their need based on market conditions. Examples of 12-month faculty are Corrections Faculty or programs that require instruction 12 months of the year.
- Certain faculty-level instructional leaders may be offered a 12-month contract; others may have it as a requirement of their positions. Examples may include Chairs, Associates Chairs, Program Coordinators, and Honors College Directors. Their 12-month contract assignments ordinarily will be

for the duration of their terms. The HCC [Instructional Leaders Guidelines](#) describe the duties and responsibilities of Department/Program Chairs, as well as the Honors College Directors. It also contains the worksheet for calculation of instructional Chair workload. When appropriate, the worksheet calculations may provide for appointment of Associate Chairs.

- Faculty may be hired on a “temporary full-time” basis. This circumstance develops when unanticipated faculty needs emerge. Temporary full-time faculty have all the rights of full-time faculty. The term of their hire will be contingent upon the grant or contract terms or in the case of extended learning, the evidence of on-going demand for the program in which they teach. All temporary full time positions must be approved by the Executive Director of Administrative Services.
- Hourly pay should be reserved only for very short-term assignments, e.g., substituting.

**a. 9-Month Contracts:**

These contracts are 39 weeks in length. Within that period, Instructional faculty teach 15 CH (Contact Hours/ Workload) in each long semester of 16 weeks--for a total of 30 CH.

Over 9 months, Instructional Faculty workload includes the following:

480.0	contact hours
480.0	prep hours
96.0	advising hours
128.0	professional development hours
96.0	college/institutional service hours
1280	TOTAL work hours

**b. 10.5-Month Contracts:**

Within the 10.5 months, Instructional faculty teach the 30 CH (Contract Hours/ Workload) during the Fall and Spring semesters; these faculty also teach an additional six contact hours during the summer within the parameters of the summer sessions.

During the 6.5 weeks, and using standard workload percentages, these 6 CH will include:

96.0	contact hours
96.0	prep hours
19.2	advising hours
25.6	professional development hours
19.2	college/institutional service hours
256	TOTAL work hours

Faculty will be working different summer sessions (5 week, 8 week, 10 week, etc.), so the above work might be stretched out or compressed. Therefore, it is important to think in terms of Total Work Hours (256) rather than weeks. Some workload elements may need to be relegated to a specific week, due to the compressed summer terms. For example: in a 5 week session, those 200 hours could easily be taken up with contact, prep and advising hours. So the Professional Development and College/Institutional service hours might fit in the additional 1.5 weeks.

**c. 12-month Contracts:**

Within the 12 months, Instructional faculty teach the 30 CH (Contact Hours/ Workload) during the Fall and Spring semester and another 12 CH in the summer.

During the 13 weeks, and using standard workload percentages, these 12 CH will include:

192.0	contact hours
192.0	prep hours
38.4	advising hours
51.2	professional development hours
38.4	college/institutional service hours
512	TOTAL work hours

**Clarifications for Faculty Workload Guidelines:**

**1. Overload assignments for full-time faculty:**

Full-time faculty are limited to 12 CH (Contact Hours) overload during each semester (fall, spring and summer). Deans have the authority with the approval of the appropriate supervising Instructional Leader to grant an exception to this policy. All exceptions must be documented in the PeopleSoft Faculty Term Workload module and approved by the VCIS ([vc.workload@hccs.edu](mailto:vc.workload@hccs.edu)) prior to staffing. For the purpose of full time workload calculations only, the Winter Holiday session is considered beyond the spring semester in which it is reported to the state. Thus, a FT faculty may teach in the Winter Holiday mini sessions for overload adjunct pay without exceeding the FT fall/spring faculty limits. The May mini session is considered part of the Summer semester faculty workload for regular or overload assignments, as appropriate. Overloads for Full-time faculty are voluntary and should not be considered a “right of assignment” as a full-time faculty member.

**2. Overload assignments for Instructional Leaders:**

As with any faculty member, overloads are not an "automatic" right and are subject to approval from the Dean. Instructional leaders should not be expected to teach overloads without additional pay. All overloads for instructional leaders must be taught outside regular business hours (8:30 a.m.-5:30 p.m.) or online.

**Instructional Leaders Overload Limits follow:**

<u>Position</u>	<u>Overload Limit</u>
Program Director:	One Course
Chair:	One Course
Associate	2 Courses
Program Coordinator	12 Contact Hours

Health Sciences:

Program Director 1	12 Contact Hours
Program Director 2	One Course

**3. Online education workload for full-time faculty:**

A full-time faculty member may teach no more than 60% (i.e. 9 contact hours) of the teaching/learning support workload portion each term with online courses. The remaining 40% of workload must be taught on campus. This limit applies to Regular Teaching Load only. For summer, the ratio is 50% online and 50% on campus.

#### **4. Hybrid courses in the workload:**

Faculty teaching hybrid (classes in which 50 percent of this instruction is offered via the Web) are expected to maintain the same numbers of contact hours with students as those spent by faculty in online and on-campus courses. When students are assigned internet-based assignments or activities, the faculty must either accompany students to a computer lab or have posted hours on his/her syllabus accounting for such hours by times he/she is available for student questions and discussions.

All reported course contact hours must be accounted for in the course scheduling process in the appropriate PeopleSoft modules. For instructions, please refer to the [Tracking Faculty Workload PowerPoint](#).

#### **5. Private music lessons:**

Each MUAP (1 contact hour private lesson) must be paired with a co-requisite MUAP (1 contact hour group-studio class). No more than 60% of a full-time music faculty's teaching/learning support workload may consist of MUAP (whether MUAP private lesson or MUAP group-studio classes). This limit applies to Regular Teaching Load only.

#### **6. Cooperative (Co-op) Model of Instruction:**

**Currently, this section under review by the Vice Chancellor of Instructional Services and the Faculty Senate.**

#### **7. Clinical Model of Instruction:**

The Clinical Model of instruction applies to some courses titled Clinical, Cooperative, Practicum, or Internship. It is the structure of the course, not the title, which predicts whether it will be valued as a "Clinical Model of Instruction" in faculty workload.

In the Clinical Model of Instruction, faculty spend 100% of the instructional Contact Hours of the course with the student(s) to supervise, instruct, and evaluate students in an external work experience or setting. In this model, Clinical is an external real-life laboratory experience. Faculty workload follows the normal Contact Hour workload formula for lecture, lab, and lecture/lab courses. That is, the total Contact Hours of the course is applied to their workload. Since Clinicals are usually very high Contact Hour courses, it is not unusual for a class and its workload to be divided by multiple faculty to provide proper oversight as well as to stay within PT and FT faculty limits. See [Clinical Model of Instruction](#)

#### **8. Team-Taught courses:**

Team-taught courses (where one course is taught by 2 or more faculty) should divide the claimed Contact Hours among the team-teaching faculty, according to the Contact Hours taught by each. In the PeopleSoft workload module, this is easily calculated by assigning the percent of the class that is taught by each faculty, with the combined percentages of all assigned faculty to equal 100% for a class.

Several combinations of percentages are possible depending on the division of labor as well as the role each faculty serves in the instruction. Workload could be divided 50:50. There could be a lead instructor and a secondary instructor such as 60:40. One instructor could teach the lecture portion and another could teach the lab portion. See [HCC Faculty Workload Tracking](#) website for assistance in calculating split loads.

#### **9. Combined classes or courses:**

A combined class includes courses with differing course prefixes and/or numbers, which are combined together as one class for workload purposes. This is usually done due to low enrollment in each class section. For example, Art Studio I and Art Studio II, if closely related by curriculum, could be combined together at the same time and days with the same instructor. The combination is treated as one course for

workload purposes. See [HCC Faculty Workload Tracking](#) for assistance in combining and calculating combined classes.

## 10. Adjunct Faculty:

In late 2013/early 2014, new TRS (Texas Retirement System) and ACA (Affordable Care Act) rules changed limits on adjunct work. Both TRS and ACA (as interpreted by the Internal Revenue Service) pressed for a clearer line between which faculty are part-time and which are full-time. [HCC Faculty Workload Tracking](#)

### A. TRS rules:

TRS rules dictate that adjuncts working 20 clock hours per week are eligible for TRS membership. TRS membership means that benefits are funded by mandatory employee and employer set contributions.

New TRS rules have more specifically defined "clock hours," with the following result in HCC's policy:

- Lecture and Lab Contact Hours are now valued the same, whereas HCC formerly valued Lab hours at 75% of a Lecture hour.
- Prep time should be considered at least 1 full prep hour for every Contact hour (whether lecture or lab), whereas HCC formerly gave 0.87 prep hour for each Lecture Contact Hour and .40 prep hour for each Lab Contact Hour.

Result: 1 instructional Contact Hour = 2 weekly workload hours

### B. ACA Rules

Employer Provisions of the Affordable Care Act:

- Requires employers to provide health insurance to employees who work 30 or more hours per week or 130 hours in a month
- If health insurance is not provided for employees working 30 or more hours per week during the look back measurement period, a monthly penalty can be assessed which is calculated by the number of full-time employees for the month multiplied by 1/12 of \$2,000

For Affordable Care Act purposes, HCC uses the following calculation method:

- 1 instructional Contact Hour = 2.25 Workload Hours
- Weekly work hours are calculated based on Instructional Contact Hours and session weeks. For example, an instructor teaches 9.75 contact hours for a 16 week session averages 21.93 hours per session. Condensed sessions increases the weekly average.
  - 8 week session: 43.88 weekly average per session
  - 5 week session: 70.20 weekly average per session
- Therefore, the maximum PT load allowed once per academic year will be 13 contact hours per semester (13 CH x 2.25 = 29.25 weekly work hours)

### C. Adjunct workload Limits:

- Adjunct faculty may teach up to 9.75 CH (Contact Hours/Workload), or 19.5 weekly workload Hours, during any semester (fall, spring, and summer). This normally means three lecture courses (9 Contact Hours) or 1.5 science/art lab-based courses (9 Contact Hours). This guideline includes all sessions scheduled within each semester, whether scheduled concurrently or sequentially.

- In very rare cases, Deans have the authority, with the approval of the VCIS, to grant an exception to this policy--up to 13 CH (Contact Hours/ Workload) for one semester only (fall, spring, or summer) within an academic year. However, this exception should be exercised only in emergencies and when departments/colleges face a critical shortage of adjuncts. Anything beyond 13 CH per semester will require a Temp FT position.

For the purpose of part time adjunct faculty workload calculations, mini sessions are considered part of the spring or summer semesters in which they are reported to the state. In other words, PT faculty limits (9.75 CH or 19.5 Weekly Hours) apply to any and all sessions, including mini sessions, contained within a fall, spring, or summer semester.

### 11. Grievance Process:

As with any grievance process, a faculty grievance regarding workload should be worked out at the lowest possible level. A faculty member’s first-line supervisor is the Chair. The faculty member and Chair should work together to address clearly all faculty workload responsibilities and expectations so that a fair evaluation process may later take place for each. [ILG](#)

If a faculty member believes that a workload issue has not been properly addressed or worked out satisfactorily with his/her Chair, the faculty member should seek an appointment with the appropriate Dean and the appropriate HR generalist. The Dean may seek advice from the appropriate Deans’ Council to ensure that quality and equity issues are consistent across the College.

Failing to obtain satisfaction at the Deans’ level, the faculty member may then schedule an appointment with the College President or AVC. The final stage of a faculty workload grievance will be the Office of the Vice Chancellor for Instruction Services (VCIS). The VCIS will take the issue to the Chancellor’s Strategic Team and work cooperatively with the Presidents and the Office of Human Relations to ensure a resolution that ensures quality and equity across colleges.

## II. Standard Workload Guidelines and Position Descriptions by Faculty Type:

### Instructional Faculty Guidelines Academic and Workforce Credit Faculty:

**Work week:** The standard for full-time instructional faculty is forty hours per week.

**Faculty Responsibilities:** Faculty work responsibilities are divided as follows:

Teaching/Learning Support	75.0%
Advising	7.5%
Professional Development	10.0%
Institutional & Community Service	7.5%

Averaged over a 16-week semester, those percentages create these weekly hours:

Teaching/Learning support	15 Contact Hours/CH
Teaching/Learning support	15 Prep Hours
Advising	3 Hours
Professional Development	4 Hours
Institutional & Community Service	3 Hours

The above framework represents a standard workload. Faculty and Chairs may agree upon a negotiated workload, which allows the introduction of Alternative Assignments. Alternative assignments are meant to take the place of Teaching/Learning support activities. They should not be used as a substitute for, nor

should they be allowed to take up, time meant for Professional Development, Advising, and Institutional/Community Service. See [Negotiated Workload and "Alternative Assignments"](#) section.

#### **A. Teaching / Learning Support:**

In a standard workload, full-time instructional faculty must teach 15 CH (contact hours/workload) for a full-time long semester workload. Another 15 hours is accorded for preparation. Those teaching in excess of 15 CH should be paid for the appropriate overload assignment (see [HCC Faculty Workload](#) website for tools to assist in computing contact and weekly hours). Overload is always voluntary, never compulsory.

Teaching/learning support duties, allocating 30 out of a 40-hour week may include:

- Contact Hours in the classroom with the student, or the equivalent.
- Preparation time (may include reading and research; planning lectures and discussions, lab presentations & demonstrations, media presentations, computer presentations; creation and reassessment of student evaluation instruments; developing new curricula; selecting and evaluating instructional materials, record keeping/ including State Compliance, faculty input into equipment purchases/upkeep/safety, and hours spent grading assignments or evaluating student progress.

#### **B. Advising:**

The advising portion of a faculty member's workload is fulfilled by these activities, allocated 3 hours out of a 40-hour work week which may include:

- Interaction with students outside of class, during which time those students are given information regarding how to succeed in your class. This may happen during regularly scheduled office hours, impromptu meetings, via telephone, email, or other appropriate methods.

Interaction with current or potential students, outside of class, during which time those students are given information regarding course choices or career opportunities in your field. Again, this type of interaction may happen during regularly scheduled office hours or events, impromptu meetings, via telephone, or email or other appropriate methods.

- More comprehensive presentations on a particular academic field or program – its subject matter, objectives, opportunities to students for further study (transfer opportunities), opportunities for work (co-ops, part-time, work-study) and careers, special clubs and activities available, support services, scholarships, etc. Faculty members or teams might offer these presentations to classes, student groups, high schools, community groups, etc.
- Sponsorship of a student club or activity designed to promote HCC student academic and social engagement.

This list will no doubt continue to grow, as faculty members devise ever more creative means to engage students with the intent to identify, clarify, and achieve educational goals. **See [Faculty Advising for more details regarding faculty advising and advising activities.](#)**

#### **C. Professional Development:**

These activities are allocated 4 hours out of a 40-hour work week on average over a contract period and may include required acquisition of new knowledge to remain current in the field – including reading, research, and attendance at workshops, seminars, conferences, and events that enhance faculty's knowledge of content and/or pedagogical or technological skills. Some faculty's professional development may include taking or retaking exams to keep certifications.

#### **D. Institutional/Community Service:**

These activities are allocated 3 hours out of a 40-hour workweek on average over a contract period. Institutional service and may include active participation in the affairs of the college, including service on department committees, college committees, program committees, etc. Community service is representing the department, college, and/or system to the community at large, promoting the mission of HCC. Community service that qualifies as part of faculty workload must be approved by the Department/Program Chair or Dean.

#### **Guidelines Continuing Education/Extended Learning Faculty:**

**Currently, this section under review by the Vice Chancellor of Instructional Services and the Faculty Senate.**

### **III. Librarian Faculty:**

#### **Librarian Faculty Position Description:**

Public services librarians and technical services librarians are faculty and are on the faculty pay scale. They are supervised by a District Director, LRC Support Services, or College Director, Library Services who reports to the District Executive Director. All HCC librarians provide transformative instruction and expert learning support in both physical learning spaces and in online environments, with the most relevant and accessible physical and digital information resources, accessible technology, and quality programs that promote student learning and success. Librarians assess effectiveness of library instruction, services, and resources using a variety of tools that measure learning, usage, and satisfaction.

#### **A. Teaching/Learning Support:**

- Provide reference and information services based on the best information currently available.
- Provide information use, library, and research instruction in a variety of forms and media to empower students for immediate success and for lifelong engagement as citizens, employees, entrepreneurs, and learners.
- Create and maintain digital instructional materials, such as tutorials, research guides and videos for use online and in the classroom; develop a variety of instructional materials using appropriate technologies that will assist students and faculty in meeting their research needs.
- Manage HCC resources responsibly to meet the needs of student learners, faculty, and our communities.
- Assume responsibility for collection development in assigned subject areas by evaluating collections and materials, serving as faculty liaison in assigned subject and program areas, and recommending new purchases and licenses for online resources.
- Provide a well-organized collection of physical and online books, periodicals, and audiovisual and electronic media to meet the needs of students and faculty engaged in the courses, programs and degrees offered.
- Innovate responsibly and frequently on the basis of benchmarking and regular assessment to meet student and faculty needs in support of the programs and purposes of HCC.
- Provide resources and tools that enable students and faculty to develop innovative projects, assignments, and presentations.
- Assist as needed with library operations such as staff scheduling, maintenance of physical facilities and equipment, and evaluation of facilities and services in order to maintain an atmosphere conducive to study and learning.

- Develop plans, guidelines and procedures to assure effective library service and the smooth flow of library operations.
- Performing a specific job within the library technical services department such as purchasing library materials, cataloging library materials, and maintaining the libraries' automated systems.
- Developing online tools, subject-based LibGuides, and research tools to assist students in their research and coursework.

**B. Academic Advising:**

- Instruct students, faculty and other library users in accessing, evaluating and using print, media, and digital information resources.
- Engage students, faculty, and staff in processes of planning, designing, promoting and delivering resources and services.
- Assist students and faculty by supporting specific programs or course research needs.
- Work closely with students individually and in groups as coaches, facilitators, mentors, and faculty to support engagement, learning, and success.
- Provide reference assistance to meet student, faculty and community information needs.
- Assist students in logging in and in locating information on the HCC homepage, particularly during registration, and referring them to the appropriate department or HCC personnel for specific questions.
- Promote HCC library services, resources, and programming through program liaison activities, social media and other communication outlets.
- Participate in scheduled institutional service activities such as Instruction Day;
- Sponsor student clubs and activities designed to promote HCC student academic and social engagement.

**C. Institutional/Community Service:**

- Participate in scheduled institutional service activities that include Instruction Day events and commencement exercises.
- Develop plans, guidelines, and procedures to assure effective library service and a smooth flow of library operations.
- Communicate HCC library and institutional instruction, resources, services, and programming to students, faculty, staff, and community partners personally and via program liaison activities, social media and other communication outlets;
- Represent and promote the libraries and the institution at institutional, local, state, national, and global levels;
- Participate in institutional processes such as registration, community education, recruitment of students, selection of faculty, student activities and/or special programs, as appropriate;
- Review, evaluate and revise library guidelines, procedures, and practices to meet professional standards, best practices, state-mandated guidelines, and community business/industry research needs.
- Participate in the college or system planning process by assisting in the formulation of objectives and goals, establishing budget priorities and contributing to plans for facilities and programs;
- Collaborate actively with partners both within and outside HCC to extend our capacity to support those we serve and to support and represent the mission and goals of HCC.
- Participating in the affairs of the college, including service on library and other HCC committees, the Librarians Forum, etc.

- Serving as a liaison or facilitator on collaborative library and institutional programming initiatives such as Reading Cultures or Gulf Coast Reads.
- Communicating HCC library and institutional instruction, resources, services, and programming to students, faculty, staff, and community partners via program liaison activities, social media and other communication outlets.

**D. Professional Development:**

- Establish measurable goals and objectives annually in consultation with the College Director, Library Services, District Director, Library/LRC Support Services, or the Executive Director, Library Services.
- Maintain professional standards of excellence and best practices through individual study or through attendance at face to face or online workshops, seminars, and conferences.
- Make continuous efforts to improve the quality of library work by reviewing, utilizing appropriate assessment tools and implementing innovative methodologies and techniques.
- Share and discuss new information and skills with colleagues, students, faculty, staff, and the larger community.
- Participating in both face to face workshops and in online workshops and webinars as attendees or presenters;
- Professional reading and publishing;
- Attendance at state, national, and international conferences on topics closely related to the practice of librarianship;
- Participating in other activities with the specific goals of enhancing knowledge of content, pedagogy, technological skills, and best professional practices.

**Workload Guidelines:**

**Work Week:** Full-time librarians work forty hours per week.

**Faculty Responsibilities:** A librarian’s responsibilities would be divided as follows within a typical semester when that librarian has a standard workload:

Teaching/learning support	75%
Advising activities	7.5%
Professional development	10%
Institutional & community service	7.5%

Faculty and Library Directors may negotiate alternative workloads within this framework to accommodate individual or library goals and priorities. Alternative assignments may include, but are not limited to, the temporary assumption of another librarian’s or faculty member’s duties, instructional or course development, development of new resources, or special training that does not require a leave of absence.

**A. Teaching/Learning Support:**

Teaching/learning support activities require a large majority of a typical librarian’s time, about an average of 30 hours per week. Technical services librarians, who have limited student contact, provide services, training, and resources, so many of their activities are also part of teaching/learning support.

**B. Academic Advising:**

These activities are allocated to an average of 3 hours out of a typical public services librarian’s week. This percentage will vary for technical services librarians.

**C. Institutional/Community Service:**

Librarians should allocate an average of 3 hours out of a 40-hour work week to institutional and community service. Community service that qualifies as part of faculty workload must be approved by the College Director, Library Services, the District Director, Library/LRC Support Services, and by the Executive Director, Library Services as appropriate.

**D. Professional Development:**

Librarians should continuously enhance their knowledge and skills by allocating an average of 4 hours out of a 40-hour work week to professional development.

## Section Three: Faculty Advising

The advising relationship between faculty and students is a critical factor in the role that faculty play in contributing to HCC's Mission: "Houston Community College is an open-admission, public institution of higher education offering a high-quality, affordable education for academic advancement, workforce training, career and economic development, and lifelong learning to prepare individuals in our diverse communities for life and work in a global and technological society" (Imagine HCC 2019). The various forms of faculty advising practiced at Houston Community College and elaborated in this handbook thus serve to support our core values of "Academic Standards, Student Success, Culture of Trust, Passion, Student Commitment, Collaboration, Educated Workforce, Innovation, Accountability, [and] Consistency" (Imagine HCC 2019).

### Purpose:

This section serves as a guide and promotes a quality faculty advising foundation throughout the HCC system. It defines the duties and responsibilities of faculty and students as advisor/advisee and mentor/mentee. It also provides academic information, faculty advising policies, and a range of faculty advising practices that assist faculty advisors in supporting students with their education and vocational preparation. The desired outcomes are two-fold: (1) that students will understand how their preparation for and active engagement in their classes and within the institution will maximize their educational and vocational outcomes; and (2) that students will feel a sense of community with the faculty advisor and with our institution. Ultimately, the faculty advisor-student relationship helps to prepare individuals to live, work, and function in a diverse community and attain employment in a global and technological society. This section acknowledges and values that there are a variety of advising relationships depending on teaching program, location, and other factors. It does not claim to cover all advising strategies but strives to be as comprehensive and inclusive as possible in discussing best practices of faculty advising within the scope of faculty workload and responsibilities while also honoring the innovative spirit that faculty bring to advising at HCC.

### Definitions of Advising:

Insofar as all full-time faculty workloads allot 7.5% (or approximately 3.0 hours per 40-hour week) to advising, all full-time faculty fulfill the function of faculty advisor (Tracking Faculty Workload PowerPoint 2016, slide 6). The National Academic Advising Association, NACADA, defines academic advising as a "series of intentional interactions with a curriculum, pedagogy, and a set of student learning outcomes" (2006). It is grounded in the teaching and learning mission of higher education. Academic advising synthesizes and conceptualizes students' educational experiences within the framework of their aspirations, abilities, and lives to extend learning beyond campus boundaries and frameworks (NACADA Concept of Academic Advising, 2010).

These definitions of academic advising combine the frameworks and duties shared between faculty and student services advisors at HCC and reflect the importance of joint communication, shared information, and shared resources between these two roles in the institution.

Indeed, the connection students make with faculty both in and out of the classroom may influence an institution's retention, success, and graduation rates. As students spend the majority of their academic careers with faculty, they develop a level of respect for faculty, viewing them as mentors and advisors as well as faculty. This faculty/student relationship makes the faculty "advisor . . . arguably the most important person in the student's educational world" (Lowentstein 65).

Whereas, a "developmental advising" model is more consistent with the role of senior and junior advisors as well as counselors throughout the institution, faculty advising encompasses more disparate and individualized instructional practices as surveyed, explored, and defined in this section. Developmental advising includes a focus

on students and their ongoing advising needs over an absolute time, where one advising session builds on the next. Developmental advisors set short-term as well as long-term goals with students, discuss ways to achieve those goals, and help students monitor progress in fulfilling those goals. However, both developmental advisors and faculty advisors challenge students to achieve their learning potential and view students as active partners engaged in intellectual and personal growth.

The faculty advisor's role thus includes but is not limited to: presenting precise and appropriate information, communicating in practical and resourceful ways with both students and full-time advising staff, and maintaining regular office hours for greater student and advising staff accessibility. Above all, faculty advisors seek to gain students trust by encouraging, respecting, and assisting students in maintaining progress toward their goals and objectives. The methods that faculty use to achieve these goals are manifold; see Appendix 1 for a list of ways in which faculty advise.

### Faculty Advising Objectives:

1. Educate students in relation to specific educational and institutional materials both in and out of their curriculum of study.
2. Assist in student comprehension of the connection between selected degree tracks and vocational plans.
3. Support full-time advisors in their efforts to help students manage their goals, aspirations, and realistic expectations.

### Faculty Advising Core Values:

1. Faculty advisors are accountable to the individuals they advise.

Faculty advisors work to strengthen the dignity, potential, and unique nature of each individual within the academic setting. Advisors' work is guided by their beliefs that students:

- Have diverse upbringing that can embrace distinct ethnic, racial, familial, and international communities; sexual characteristics; masculinity and femininity uniqueness; physical, emotional, and psychological capabilities; political, religious, and educational values
- Hold their individual viewpoints and attitudes
- Are responsible for their own behaviors and the outcomes of those behaviors
- Can achieve based upon their individual objectives and hard work
- Aspire to learn
- Have learning needs and aspirations that fluctuate based upon individual ability, goals, tasks, and knowledge
- Use a mixture of methods and expertise to navigate their worlds

2. Faculty advisors are accountable for assisting students to connect with others when suitable in the advising process.

Effective advising requires a holistic approach. A network of people and resources is available to students. Faculty advisors serve as mediators and facilitators who effectively use their specialized knowledge and experience for student benefit. Faculty advisors recognize their limitations and make referrals to qualified persons when appropriate. Faculty advisors help students integrate information so they can make well-informed decisions.

3. Faculty advisors are accountable to their institutions and departments.

Faculty advisors nurture collegial relationships. They uphold the specific policies, procedures, and values of their departments, centers of excellence, programs, and institutions. Faculty advisors maintain clear lines

of communication with program and departmental instructional leaders to set specific and focused goals regarding the faculty advising needs of the department or program as well as the role and responsibility of the individual faculty advisor. Faculty advisors seek to support the relationship between the department/program and full-time advising staff.

4. Faculty advisors are accountable to higher education.

Faculty advisors honor academic freedom. They realize that faculty advising is not limited to any one theoretical perspective and are well-versed in a variety of theories from the fields of social sciences, the humanities, and education. They are free to base their work with students on the most relevant theories and on optimal models for the delivery of faculty advising programs. Faculty advisors advocate for student educational achievement to the highest attainable standard, support student goals, and uphold the educational mission of the institution.

5. Faculty advisors are accountable to their educational community.

Faculty advisors convey institutional information and characteristics of student success to the local, state, regional, national, and global communities which support the student body. They are familiar with community programs and services which may provide students with additional educational opportunities and resources.

6. Faculty advisors adhere to professional standards.

Faculty advisors participate in professional development opportunities as well as establish appropriate relationships and boundaries with advisees. They consider continued professional growth and development to be the responsibility of both themselves and their institutions.

### Faculty Advising Student Learning Outcomes:

1. Strengthen student self-direction and self-sufficiency.
2. Support students in evaluating their interests and aptitude, making choices, and developing short-term and long-term plans to meet their objectives.
3. Assist students in articulating educational, professional, and life goals to aid in the development of a viable educational plan.
4. Assist students in comprehending the educational structure into which they are enrolled.
5. Help students make the wisest academic choice possible by encouraging association and evaluation of options as well as consideration of the consequences of their choices.
6. Coach students in use of course selection tools.

### Faculty Advisor Functions:

The faculty advisor's most important responsibility is to assist individual advisees in their planning of their curriculum of study that will comply with college requirements and at the same time meet the students' particular needs. To achieve this goal, faculty advisors should urge students to consider the significance of education and direct students in probing the major aspects of their education to encourage rational decision-making. Effective faculty advise students as is appropriate to their programs and/or degree plans, work to recruit and retain students for their courses and the college, and are regularly available for conference outside the classroom.

Although the functions of the faculty advisor may vary in relation to different students, the general advising duties are as follows:

1. The faculty advisor counsels the student about how the courses in the advisor's specialty correlate to the student's first two years of college, major, and preparation for a lifetime of learning. The faculty advisor directs the student to resources and contacts within his/her specialty when these directly speak to the student's particular course of study.
2. The faculty advisor helps the student review the courses in the faculty's area of specialty and link these to other probable majors. Faculty advisors should be familiar with the graduation requirements for the curriculum leading to a degree in their field.
3. The faculty advisor helps the student review transfer opportunities, potential advanced degrees, and career areas for which his/her major develops appropriate skills, concepts, and habits of mind. The faculty advisor helps students to research higher degree opportunities as well as vocational opportunities and supports the student in her/his pursuit of higher educational degrees or career pathways.
4. The faculty advisor acts as a link between the student and the administration by referring the student to a trained counselor or advising staff member regarding that student's scholastic dilemmas (course scheduling, course adjustment, academic progress, and correct referrals to other support agencies).
5. The faculty advisor operates as an essential contact person in finding information that can be used to help the student, permitting the student independence to make her or his own decisions after the restrictions, options, and consequences involved are pointed out.

### Faculty Advisors Seek to Know:

1. How students think about education and their outside obligations.
2. A student's motivational level and study skills.
3. A student's dedication level toward attaining a degree and what additional services or assistance may be necessary.
4. Possible roadblocks that could potentially impede a student's progress and success.

### Faculty Advising Best Practices:

1. Establish a clearly defined relationship—introduce yourself and talk with students by name.
2. Explore ideas—inquiring in relation to students' well-being can open up a dialogue to survey how devoted students are to their majors.
3. Maintain familiarity with Policies and Procedures—policies and procedures for withdrawing from classes, academic probation, and suspension are explained fully in the [Student Handbook](#). Additionally, faculty advisors can make students aware of options for electives.
4. Assess motivation.
5. Encourage—emphasize the rewards for students in taking challenging classes. Give students encouragement to accomplish reasonable goals and refer them to the support services that can be of assistance.
6. Facilitate knowledge—put students in contact with appropriate resources within the institution and broader community.

### Advising Strategy:

#### A. Advising Do's

Rearticulate to confirm what students say.

Ask descriptive questions.

Think about whether posture and pitch match what students say.

Focus on the students.

## **B. Advising Don'ts**

Do not make hypotheses.

Do not make conclusions for students.

Do not pass judgment on other faculty or staff.

Do not be disloyal to students' confidentially.

Do not insinuate that students will be unsuccessful.

## **C. For complete information about FERPA, visit: [Family Educational Rights and Privacy Act](#)**

## **D. Special Don'ts for Faculty and Support Staff**

To avoid violations of FERPA rules, DO NOT:

1. At any time use the entire Social Security Number of a student in a public posting of grades.
2. Ever link the name of a student with that student's social security number in any public manner.
3. Leave graded tests in a stack for students to pick up by sorting through the papers of all students.
4. Circulate a printed class list with student name and social security number or grades as an attendance roster.
5. Discuss the progress of any student with anyone other than the students (including parents) without the consent of the student.
6. Provide anyone with lists of students enrolled in your classes for any commercial purpose.
7. Provide anyone with student schedules or assist anyone other than university employees in finding a student on campus.

## **Faculty Advising Section Resources:**

1. Academic Advising: A Comprehensive Handbook, second edition, Virginia N. Gordon, Wesley R. Habley, Thomas Grites and Associates, NACADA, Jossey-Bass, 2008, San Francisco, California.
2. "Reaffirming the Role of Faculty in Academic Advising," Gary L. Kramer, NACADA Monograph Series, Number 1, 1995,
3. "Advising As Teaching: Establishing Outcomes, Developing Tools, and Assessing Student Learning," Robert Hurt, NACADA Journal, volume 27, Number 2, Fall 2007.
4. Houston Community College Student Handbook, 2009-2011.
5. Houston Community College Course Catalog, 2009-2010
6. "The New Advisor Guidebook: Mastering the Art of Advising Through the First Year and Beyond", NACADA, Monograph Series, Number 16, 2007.
7. "Advising Special Populations: Adult Learners, Community College Students, LGBTQ Students, Multicultural Students, Students on Probation, Undecided Students", NACADA, Monograph Series, Number 17, 2007
8. HCCS 2012-2015 Strategic Plan: Creating Opportunities for Our Shared Future

## **Examples of Best Practices in Faculty Advising:**

*Note: This list is not intended to be exhaustive. Rather it demonstrates the various forms that faculty advising might take depending on program, the strengths of the faculty advisor, and the strengths and weaknesses of the student. In each case, the faculty advisor should set specific goals for advising each year with her/his Department/Program Chair and make arrangements for advising models that exceed the 7.5% workload requirement in keeping with an understanding of the department/program's needs.*

### **Communication**

1. On-campus via office hours and impromptu meetings before and after class
2. Off-campus via email, phone, text, and so on.

### **Academic Advising:**

1. Discuss major and course options, including core curriculum and promoting educational options within and beyond HCC (See specific examples below)
2. Write letters of recommendation
3. Assist in writing admission essays
4. Tutor and direct to other tutoring or student services
5. Assist in finding scholarships / Serving on scholarship committees
6. Promote courses in specific fields (through department web pages, flyers and other print materials, visits to pre-requisite classes, etc.)
7. Organize and promote events relevant to the academic program and/or general education (e.g., guest lectures, panels, field trips, study abroad, etc.)
8. Promoting showcases/portfolios of student work to develop the program
9. Serving as a liaison between the program and student services
10. Serving as a mentor
11. Developing marketing materials for student recruitment and educational awareness

### **Career Advising:**

1. Discuss career options in general or for a given course of study
2. Direct to HCC job placement offices
3. Assist in writing resumes / cover letters / letters of intent
4. Developing print or web content related to career placement in the program

### **General Counseling:**

1. Assist in finding on campus child care
2. Assist with time management skills
3. Assist with study skills
4. Teach research skills, including using the HCC libraries
5. Teach technological skills necessary for courses (e.g., Microsoft Office, Canvass, etc.)

**For cohort programs (such as Pharmacy Tech at Coleman College), which would not exist without faculty advising, the faculty advisors' duties include but are not limited to:**

1. Academic, program, and personal advising
2. Process program application
3. Conduct Admission Assessments
4. Conduct Info Sessions
5. Recruiting
6. Program orientation for new students and clinical students
7. Job placement and job fair
8. Facilitate tour for High School students and new applicants. Advise them on their next step to become students in the programs
9. Tutoring
10. Complete/assist the students in completing the Add/Drop form for the classes
11. Complete the degree plan and the application for graduation for submission.
12. Advise and coordinate with the students about their clinical sites: 3 sites per student, each with its own schedule and an average 35-45 students each semester for the clinical
13. Clinical Coordinator, collect and document paperwork and advise students on correct procedures for:
  - a. Physical form;
  - b. 21 panel drug screen;
  - c. Students background checks;
  - d. Specific Board registration;
  - e. Etc.
14. Advise the students on how to complete their proper paper work for our Accreditation Agency

#### **Advisors of Student Clubs:**

In addition to their regular academic advising workload, some faculty serve as faculty advisors to student clubs and organizations. Their duties may include

1. Advising student members
2. Advising student leaders in leadership matters
3. Advising student leaders in planning events
4. Advising student leaders in managing events
5. Advising student leaders in delegating workloads
6. Advising student leaders in time-management skills
7. Advising student leaders in organizational techniques
8. Advising student leaders in writing professional forms and letters
9. Advising student leaders and members in professional behavior
10. Advising student leaders and members in scheduling speakers
11. Advising student leaders in handling paperwork for CAB requests
12. Advising student leaders in defending CAB requests
13. Attending SGA meetings
14. Attending CAB meetings
15. Attending club meetings
16. Attending club events

# Section Four: Student Rights, Responsibility and Services

## HCC Student Handbook:

The HCC Student Handbook is where critical information regarding student rights and responsibilities, as well as institutional expectations regarding student behaviors and performance can be found; it is located online at:

[Student Handbook](#)

## Confidentiality, Discrimination and Harassment:

### A. Confidentiality:

HCC follows all national, state, and local regulations related to student records and any other information concerning HCC students.

### B. Harassment and Discrimination:

The Board supports and the College is committed to providing a learning and working environment that promotes personal integrity, civility and mutual respect in an environment free of discrimination and harassment on the basis of race, color, religion, sex, gender identity and gender expression, national origin, age, disability, sexual orientation, or veteran status. Please see [HCC Board Policy DIAA](#)

## Student Attendance, Absences, and Tardiness:

Faculty should insist that their students attend class regularly, and they must clearly state in their syllabi how they will calculate absences and consistently follow their set policy. Absences must be noted on the daily attendance records provided online. For the purpose of calculating absences, HCC Instructional Policy does not distinguish between excused and unexcused absences.

### A. Excessive Student Absences:

For the purposes of this section, “excessive absence” means any number of absences which exceeds 12.5% of the total hours of instruction (lecture & lab) of a course. It is the responsibility of a student to drop a course for nonattendance. The instructor has full authority to either drop a student for excessive absences, or to apply other consequences that are clearly outlined in the course syllabus. **Faculty must maintain complete and accurate attendance records to document all penalties imposed for nonattendance.**

When feasible, faculty should warn students before their total number of absences may lead them to be dropped or when they are in danger of failing a class. In addition, faculty should use the Early Alert System to notify appropriate personnel of students with chronic attendance problems who are at risk of being dropped. When the excessive absences are caused by special circumstances, such as serious illness, injury, or family tragedy, faculty are encouraged to work with students to determine how and when the missed work can be completed.

### B. Administrative Withdrawals for Excessive Absences:

Faculty Withdrawal request forms will be available online through the Faculty Center class roster on PeopleSoft Student System/ Self-Service. The drop feature enables faculty to withdraw students beginning the day after the official census day (as posted by the Registrar) until the last day of administrative withdrawal for all SCH sessions. Withdrawn students remain on the class roster, but the drop button will be deactivated and the enrollment status will be set to withdrawn. Please see the tutorial at: [Faculty Withdrawal Request](#)

The policy for determining excessive absences for the purpose of administrative withdrawal is that students may be dropped after missing more than 12.5 percent of the total hours of instruction (lecture and lab). In a three credit-hour lecture class, students may be dropped after more than six hours of absence accumulated. In a four credit-hour lecture/lab class, students may be dropped after more than 12 hours of absence accumulated. If a faculty member or department adopts the practice of withdrawal for excessive absence, the same must appear in the faculty's syllabus. If it is not in the syllabus, it should not be done. Dropping for Excessive Absences is not an HCC requirement; it is an allowance.

In Accreditation and Certification classes, departments and programs governed by accreditation or certification standards may have different attendance policies. Instructional supervisors are responsible for explaining special policies that are applicable to the instructor's teaching area.

### **C. Tardiness:**

The District does not have a policy on students arriving late to class. Faculty who wish to penalize students for coming late to class may do so as long as the policy is reasonable, communicated clearly in the class syllabus, and enforced uniformly and consistently.

### **D. Religious/ Holy Day Absence:**

In accordance with the Texas Education Code, the College District shall allow a student who is absent from class for the observance of a religious/holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under this section cannot be penalized for the absence, but the instructor may appropriately respond if the student fails to satisfactorily complete the assignment or examination with a reasonable amount of time. *Faculty should encourage students to inform them at the beginning of the semester to prepare for absence in case of an assessments, assignments, etc.*

## **Student Grade Appeal:**

The responsibility for determining and awarding grades resides primarily with the faculty. Students have the right to appeal final grades only, and then only on the grounds that the final grade was calculated incorrectly, or that the method of calculating the final grade did not follow the instructor's syllabus or was in violation of college policy, or that it was awarded in a biased or capricious manner. If a student is dissatisfied with a grade awarded while a course is in progress, the student may discuss the matter with the instructor. At this point, however, the instructor's decision is final.

Students, faculty, and administrators are encouraged to resolve grade disputes informally. A student who remains dissatisfied with his/her final course grade must follow the following procedure to appeal a grade, which may be found at: [Student Rights, Policies, & Procedures: Course Grade Appeal](#).

## **Scholastic Dishonesty:**

Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, and collusion.

### **A. Cheating:**

- Copying from another student's work
- Using unauthorized materials including electronic devices for tests, assignments, and classroom activities
- Collaborating with another student during a test without authority
- Knowingly using, buying, selling, stealing, transporting or soliciting in whole or part the contents of an un-administered test
- Bribing another person to obtain a test that is to be administered

- Unauthorized talking during tests, assignments, and classroom activities

### **B. Plagiarism:**

Plagiarism means using another person's words or ideas as one's own without properly citing where and from whom you obtained the original work.

### **C. Collusion:**

Collusion means the unauthorized collaboration with another person in preparing written work offered for credit.

## **Scholastic Dishonesty Disciplinary Actions:**

Students guilty of academic dishonesty can be given a grade of "F" or "0" for the particular test or assignment involved, assigned a failing grade in a course, and/or referral to the Dean of Student Services for further disciplinary action. In extreme cases or for repeated violations, guilty students or recommended for probation or dismissal from the College. In any event, the instructor's policy must be clearly stated in the syllabus. **In addition, faculty are encouraged to document the violation through [Student Conduct Reporting Form \(MAXIENT\)](#).**

## **Controlling Scholastic Dishonesty:**

The College requires that faculty take the following steps to control scholastic dishonesty:

- A. Include a policy on scholastic dishonesty in class syllabi defining scholastic dishonesty and identifying possible disciplinary action for offenders. The following is an example of a scholastic dishonesty policy an instructor might include in a syllabus:

*"Plagiarism, cheating, and unauthorized collusion are prohibited by College District policy and the rules of this class. Plagiarism involves using the ideas or words of another person (either in whole or in part) without crediting the source. Cheating involves fraud and deception for the purpose of violating legitimate testing rules. Unauthorized collusion means the unauthorized collaboration with another person in preparing written work offered for credit. A student guilty of a first offense will receive a grade of "F" on the assignment involved. For a second offense, the student will receive a grade of "F" for the course."*

- B. Take steps to prevent cheating by designing out-of-class assignments that are difficult to plagiarize, controlling preparation and dissemination of tests, and monitoring students taking tests in the classroom. Also, be cautious about allowing students to take unsupervised make-up examinations.

## **STUDENT RIGHTS AND RESPONSIBILITIES -STUDENT CONDUCT FLB (LOCAL)**

### **Students with Disabilities:**

#### **A. Disability Law:**

In compliance with Section 504 of the Rehabilitation Act and under the Americans with Disabilities Act, Ability Services at each College within the Houston Community College System is responsible for arranging reasonable accommodations for all qualified students with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) to ensure equal access to all programs and activities at the College. Students who need to arrange reasonable accommodations must contact Ability Services at the Campus (Central, Coleman, Northeast, Northwest, Southeast, and Southwest) the student plans to attend. Due to the high demand for services and the nature of certain disabilities, it is recommended that students meet with an ADA Counselor at least 60 days prior to the beginning of each term. Every effort will be made to arrange accommodations, however, failure to provide sufficient advance notice may impede service delivery.

#### **B. Instructional Accommodations:**

If a student requests an instructional accommodation due to a disability, the instructor should refer the student to the appropriate Disability Services staff for a formal Letter of Accommodation. This letter identifies the approved instructional accommodations for the HCC student with a disability. It is important that faculty members make no special adjustments for students with disabilities without an official Letter of Accommodation that they would not make for any other student with a similar request. Faculty must include a statement on their course syllabi regarding the HCC Students with Disabilities Policy. More information concerning students with disabilities can be found at: [Disability Services](#)

### **C. Office of Institutional Equity:**

The Houston Community College is committed to providing a learning and working environment that promotes personal integrity, civility and mutual respect in an environment free of discrimination and harassment on the basis of race, color, religion, sex, gender identity and gender expression, national origin, age, disability, sexual orientation, or veteran status. More information can be found at: [Institutional Equity](#).

### **Student Code of Conduct and Discipline Procedures:**

The Board views college-level students as adults who subscribe to a basic standard of conduct, which requires that they not violate any municipal, state or federal laws. Furthermore, no student may disrupt or otherwise interfere with any educational activity or fellow students' right to pursue academic goals to the fullest in an atmosphere appropriate to a community of scholars. More information can be found at: [Student Procedures](#).

Students are expected to use these policies as guidelines for their behavior. An instructor may establish additional reasonable behavioral guidelines for his/her class. Any student failing to abide by appropriate standards of conduct during scheduled College activitie(s) may be asked to leave that day's class or activity by the instructor or another College official. The student has the right to return to the next class/activity. If the problem persists, the instructor should consult with the appropriate Dean(s) or Director(s) concerning disciplinary action. If a student refuses a well-founded request to leave the classroom voluntarily, security can be summoned to remove the student so that the scheduled activity may resume without further disruption. In cases of serious problems, the faculty member should report the incident to his or her instructional supervisor.

**Faculty are to document and report any incidents and/or behaviors during class (or on campus) that are deemed inappropriate and/or in violation of the HCC Student Code of Conduct through [Student Conduct Reporting Form \(MAXIENT\)](#).**

**If a faculty member who is having a disciplinary problem with a student feels that the student is a threat to the faculty member's safety and/or the safety of the other students, the faculty member should immediately alert Campus Security at 8-8888 from any campus phone, or (713) 718-8888 from any other phone.**

Further disciplinary action may be pursued according to College guidelines presented in the HCC Student Handbook. The above policy does not diminish the student's freedom to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion. However, students are responsible for learning the content of any course of study in which they are enrolled. Free inquiry and free expression, both by the instructor and the student, are indispensable to the pursuit of truth and the development of students. Students must exercise their liberty with responsibility.

## Counseling & Testing Services:

### A. Academic Counseling:

Each Campus within the District provides students with counseling services. Students in need of counseling should be referred to the Counselors at your college. The District Counseling Services is located at: [Support Services: Counseling](#).

### B. Online Student Services:

HCC Online Education offers student services, including academic and personal counseling, for students enrolled in, or interested in enrolling in, Online Education courses. Contact this Office for information about HCC Online Education and student support services are available at: [HCC Online: Student Services](#).

### C. Academic Testing:

Academic Placement Testing, as well as TXCHSE (GED) testing are available through the counseling offices at all colleges in the District. Testing information is available at: [Testing Services](#).

### D. Texas Success Initiative:

The Texas Success Initiative (TSI), initiated by the Legislature in 2003, requires assessment of all new students, individualized success plans for those students whose skills are not at college level, and minimum state standards indicating students' "college readiness" for pursuit of certain certificate and all degree programs. Each college is required to report on the academic success of its students and the effectiveness of its developmental education programs. Additional information related to the Texas Success Initiative is available at: [TSI Assessment](#).

### E. Tutoring Services (on-campus & online):

HCC's mission is to provide free, confidential, and convenient academic support to HCC students in both online and on-campus environments. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate for our students taking our classes. Information about tutoring and find a tutor can be found at: [Tutoring - Office of Success and Completion](#).

Online tutoring can be found at: [HCC Online Tutoring](#).

### F. Student Clubs and Activities:

The Student Life Offices at HCC provide activities, such as clubs and sports, that are educationally sound, reflect the non-traditional nature of the community college and support and enhance the mission of the institution. HCC encourages a climate that enhances the self-esteem of all students. For more information, go to [Student Life events and programs](#)

## Section Five: Instructional Leaders' Guidelines

The instructional leaders' model at Houston Community College (HCC) is anchored in the commitment to shared governance. The role of the instructional leader is central and crucial to carrying out the system's mission and affirming its values. Instructional leaders are integral to linking the college's major constituent groups: students, faculty, administration, and the community.

As a result of Transformation, all instructional programs have been clustered into instructional units that represent academic and workforce programs. Those instructional units are led by either a Dean or Director. The Deans and Directors represent the highest level of instructional leadership at the colleges. The faculty-led instructional leadership at HCC includes four categories: Chairs, Program Directors, Associate Chairs, and Program Coordinators. See [glossary for definitions](#).

All of the instructional leader positions are system-wide positions providing faculty with more flexibility in class scheduling, professional development, and collaboration. Instructional leaders serve as invaluable intermediaries between students, faculty, and administration. As we continue to focus on teaching and learning, the instructional leaders are hugely important in the future of HCC.

### Role of Instructional Leaders:

Although instructional leaders are primarily occupied by the day-to-day tasks of instructional leadership – hiring and supervising faculty, scheduling classes, handling student issues, and so on – these leaders are also required to interact with the Program Coordinators in the following positive and productive ways and should be evaluated as such:

1. Assume responsibility for College data as requested and required of the Program Coordinators to complete the Coordinator's reporting tasks on time according to published schedules (e.g., Learning Assessment data, Annual Planning Report data, Program Review data, selection of instructional materials, etc.).
2. Assume responsibility for faculty adherence to Program Committee procedures, guidelines, and textbook adoptions as required.
3. Participate actively in the Program Committee or sub-committee in the field(s) of study.
4. Work with Program Coordinators to implement the standards, guidelines, assessment plans of the programs for which they are responsible. Instructional leaders must also assist the PC in seeing that faculty adhere to assessing the SLOs/PSLOs/core objectives, and uphold the curriculum of each discrete Program Committee. Instructional leaders will have no authority to overrule, overturn, or in any way modify any Program Committee's instructional standards, policies, or procedures.
5. Instructional leaders have a corollary duty to report their college's new course offerings, or substantial changes in delivery or methodology to Program Coordinators so that they are well-informed. Instructional leaders who oversee programs at the colleges are also strongly encouraged to jointly meet each semester with the Program Coordinator to facilitate healthy communication and timely provision of all required data for Annual Learning Assessment Reports, Annual Planning Reports, Program Review, and any other required reports.

### Role of Instructional Deans and Directors:

The Instructional Deans and Directors must interact with the Program Coordinators in the following ways:

1. Facilitate/moderate a designated group of Programs. The Dean or Director will assist their assigned Program Coordinators in gathering information from the instructional units as needed, assist with Annual Learning Assessment Reports, Annual Planning Reports, and Program Review, and moderate resolution of

- Program disagreements.
2. Serve as a primary reader of Program Reviews submitted by Program Coordinator in their group and report to the Deans Council on program strengths and plans for improvement via the Program Review Rating Form.
  3. Assist with calling Advisory Committee meetings and providing minutes as needed.
  4. Facilitate interactions between Program Committee members, Program Coordinators, and District Personnel on needed curriculum development, revisions, and improvements.
  5. Complete written evaluations of Program Reviews for programs assigned. These written Program Review evaluations must be completed and submitted to the Curriculum Office within two weeks of the Review being presented to the appropriate dean.
  6. Read the Annual Planning Report Feedback Forms for all programs within their instructional unit and work with Program Coordinators to support their program's improvement plans and recommendations made within the Annual Planning Report.
  7. Specific Assignments for Instructional Deans will be made by the Vice Chancellor of Instructional Services or the designee, and shall be reviewed on an annual basis based on personnel and instructional reasons.

### Role of District Personnel

1. Confirm election of Program Coordinators. In cases where confirmation is denied, the Program Committee members will be notified by VCIS staff that a new election is necessary.
2. Evaluate Annual Learning Assessment
3. Provide timely feedback to Program Coordinators regarding Annual Planning Reports
4. Revise and improve required assessment and review templates and procedures as necessary
5. Assist the Program Coordinators in the following ways:
  - Provide professional development
  - Provide updates on forms, process, and procedures as necessary
  - Provide grant writing and other professional and funding assistance
  - Provide program and institutional data

### Department/program Chair or Program Director Job Description:

#### **SUMMARY:**

The primary responsibility of the Department/Program Chair or Program Director is to provide instructional or operational leadership for assigned programs. They are responsible for ensuring the alignment of departmental activities with the institution's strategic plan.

#### **ACTIVITIES AND RESPONSIBILITIES:**

##### **Teaching:**

Given the administrative responsibility associated with the instructional leader roles, Chairs are given a full release. Chairs and Program Directors can teach no more than one course overload per semester to be scheduled around business hours (8:30 a.m. -5:30 p.m.) or through online education. Program Directors for the Health Sciences are assigned release time according to a contact hour formula and should complete their load (where appropriate) in accordance with Faculty Workload Guidelines. Program Directors may have overloads in accordance with the Faculty Workload Guidelines.

### **Supervision of Faculty:**

- Designate teaching assignments to faculty members.
- In collaboration with the Dean or Director, provide leadership in recruiting, screening, and interviewing faculty, fulltime and adjunct. The department/division chair may serve as chair of a screening committee (Refer to HCC Faculty Handbook - Screening Committee Guidelines) and it is recommended that the chair be involved in the final hiring decision.
- Notify the Program Coordinator of new, FT hires in each program supervised.
- In collaboration with the Dean or Director, build schedules and assign faculty.
- Support and coordinate orientation and professional development opportunities for faculty and staff in collaboration with the Faculty Academy.
- Encourage professional growth and maintain morale among faculty.
- Evaluate full-time and adjunct faculty performance and make recommendations for retention, improvement, and dismissal to the Dean or Director.
- Assign and monitor maintenance of work space, office and facilities.
- Review and make recommendations regarding complaints and grievances of faculty and students.
- Involve faculty in decision-making and assign to college committees.
- Coordinate the preparation and maintenance of syllabi; coordinate the posting of syllabi and CVs on the Learning Web.

### **Supervision of New Faculty During Probationary Period:**

During the Probationary Period the supervisor shall orient and train the new employee so he/she is familiar with the work assignments and the accepted standards of performance and behavior. The supervisor appraises the employee's:

- Ability to learn and perform expected job duties
- Quality and timeliness of work products
- Attendance/punctuality
- Work habits and behaviors
- Other attributes specific to the requirements of the job

The supervisor is responsible for meeting with employee and formally evaluating performance in writing at the mid-point and end of the probationary period. The Probationary Employee Evaluation (PEP) form is to be used for performance planning, coaching and feedback during this time. During the probationary period, supervisory evaluation is to be recorded on the Probationary Employee Evaluation Form, developed by Human Resources. For detailed information on this probationary policy, see the complete text, entitled "[C.5.4 Probationary Period](#)".

### **Supervision of Instruction:**

- Ensure adherence to program committee and/or advisory committee curriculum guidelines.
- Submit all information needed for Program Review, Planning Reports, Annual Learning Assessments, textbook adoption, and/or Coordinating Board/SACS reports to Program Coordinators in a timely manner.
- In collaboration with the Dean or Director, provide leadership for evaluating and improving current department/division offerings.
- In collaboration with the Institute for Faculty Engagement and Development (formally CTLE), ensure training and utilization by faculty of current College technologies for teaching and learning.
- Faculty Instructional Leader Guidelines 6
- Make recommendations for learning resource center collections based on curricular needs.
- Lead the relevant textbook/instructional materials selection process for the College and submit materials to Program Committees and the VCIS Office in a timely manner.
- Maintain samples of department/divisional and curricular materials.

- Facilitate and implement recommendations of advisory committees.

### **Student Recruitment, Advisement, Retention, and Completion:**

- In collaboration with District Recruitment Services, recruit students for department/divisional programs and courses.
- Participate in student advisement and counseling and assign faculty to these services.
- In collaboration with the District Instructional Quality Office, ensure that program degree plans and/or career pathways are current, correct, and readily available for students.
- Assist in course placement for students including academic advisement, diagnostics, and life experience credits.
- Implement and evaluate retention strategies (first-year success courses, orientation, learning communities, bridge courses, etc.) to help students succeed and avoid withdrawal, failure, and course repetition.
- Prepare student retention, completion, and/or transfer reports as requested.
- Collaborate with Student Services to ensure College “early warning” strategies and interventions are successful.

### **Business Management:**

- In consultation with the Dean or Director, prepare and administer the department/divisional budget.
- Acquire and maintain materials, resources, and equipment for department/divisional programs.
- Monitor the equipment inventory assigned to the department/division.
- Gather data for and prepare Class Size and Class Make Rate reports for the department/division.
- Gather data for and prepare annual Contact Hour reports for the department/division.
- Ensure that class sizes meet institutional guidelines (see Guidelines for Class Sizes section).
- Perform routine paperwork and maintain department/division records.
- In collaboration with the Dean or Director, ensure that department/divisional needs are included in short- and long range plans.
- Establish and maintain articulation and communication with internal and external entities, especially program and advisory committees.
- Hire, supervise and evaluate non-professional personnel.
- Plan and conduct department/division meetings.
- Serve as liaison between faculty and administration.
- Ensure members of the department/division are aware of communication from administrative and district offices.

### **Online Education:**

- Perform evaluations of faculty who teach online education courses.
- In collaboration with the Dean or Director, strategically identify courses appropriate for online education offering.
- Plan and work collaboratively with other instructional leaders to optimize Online Education course offerings and sizes.

### **Professional Development:**

Instructional leaders are expected to attend orientation and training activities for professional development.

### **Other Tasks:**

The Department/Program Chair or Program Director will be asked to perform other duties to include, but not limited to:

- Serve on college committees.

- Participate in grant development when appropriate.
- Prepare accreditation materials in an accurate and timely manner.
- Perform other faculty duties as detailed in the Faculty Workload Guidelines.
- Coordinate faculty participation in outreach activities: for example, trade associations, partnerships with high schools,
- Universities, business/industry, etc.
- Other duties as assigned.

## Department Associate Chair Job Description

### **SUMMARY:**

The primary responsibility of the Department Associate Chair is to support the Department/Program Chair or Dean in providing instructional and operational leadership for the department or division assigned. The Associate Chair may be asked to assume the responsibilities of the Chair in the absence of the Chair. The length will be determined based on the reason for the Chair's absence.

### **ACTIVITIES AND RESPONSIBILITIES:**

#### **Teaching:**

Given the supervisory responsibility associated with this role, under the supervision and direction of the Department/Program Chair or Dean, Departmental Associate Chairs will receive 9 contact hours of release time during Fall and Spring, 6 contact hours of release during Summer. Associate Chairs will be limited to a maximum 2 course Overloads. A third overload is possible with Dean's approval.

#### **Supervision of Faculty:**

Under the supervision and direction of the Department/Program Chair or Dean, the Department Associate Chair will have the following responsibilities regarding supervision of faculty:

- Provide orientation and professional development opportunities for faculty and staff;
- Recruit, interview, and make recommendations for adjunct hires to the Department/program Chair or Dean;
- Encourage professional growth and maintain morale among faculty;
- Assign and monitor maintenance of work space, office, and facilities;
- Review and make recommendations regarding complaints and grievances of faculty and students;
- Coordinate the preparation and maintenance of syllabi. Coordinate the posting of syllabi and CV's on the Learning Web;
- Serve on screening committees.
- Assist Chair or Dean in evaluation of FT faculty and help with coordination PT faculty evaluations.

#### **Supervision of Instruction:**

Under the supervision and direction of the Department/Program Chair or Dean, the Department Associate Chair will have the following duties regarding the supervision of instruction:

- Ensure adherence to Program Committee and /or advisory committee curriculum guidelines;
- Coordinate training and utilization by faculty of current College technologies for teaching and learning;
- Make recommendations for learning resource center collections based on curricular needs;
- Assist the Program Coordinator in relevant textbook/instructional materials selection process for the College and submit materials to Program Committees;

- Maintain samples of department/divisional and curricular materials on repository (may be electronic).

**Student Recruitment, Advisement, Retention, and Completion:**

Under the supervision and direction of the Department/Program Chair or Dean, the Department Associate Chair will be responsible for the following where student recruitment, advisement, retention, and completion are concerned:

- Support recruitment of students for department/division programs and courses;
- Participate in student advisement and assist in assigning faculty to these services;
- Ensure that program degree plans and/or career pathways are current, correct, and readily available for students;
- Assist in course placement for students including instructional advisement, diagnostics, and prior learning credit;
- Collaborate with Student Services to ensure College intervention strategies are successful.

**Business Management:**

The Department Associate Chair, under the supervision and direction of the Department/Program Chair or Dean, will have the following business management responsibilities:

- Monitor the equipment and software inventory assigned to the department/division;
- Ensure that class sizes meet institutional guidelines and make rate recommendations (see Guidelines for Class Sizes section);
- Serve as a liaison between faculty and administration.
- Assist with communication from administrative and district offices.

**Professional Development:**

Under the supervision and direction of the Department/Program Chair or Dean, the Department Associate Chair is expected to attend orientation and training activities for professional development.

**Other Tasks**

Under the supervision and direction of the Department/Program Chair, the Department Associate Chair may have additional duties to include, but not limited to:

- Serve on system- wide committees;
- Participate in grant development when appropriate;
- Perform other faculty duties as detailed in the Faculty Workload Guidelines;
- Coordinate faculty participation in outreach activities, i.e. trade associations, partnerships with high schools, universities, businesses, or industry;
- Other duties as assigned.

**SUPERVISORY RESPONSIBILITIES:**

The Department Associate Chair, under the supervision and direction of the Department/Program Chair or Dean, will have the following supervisory responsibilities:

- Faculty and supporting staff

## ELECTION PROCESS FOR INSTRUCTIONAL LEADERS:

Note: When faculty deem appropriate, the department/division may complete this process in one meeting, if possible. Any meetings necessary in choosing the new Chair should be scheduled in the spirit of inclusion. Also, instructional leaders are appointed for a 3-year term unless:

- The instructional leader chooses to resign and return to full-time faculty role or take on another role at the College
- Disciplinary action causes the position to be vacated.
- Death
- The instructional leader leaves the college.

When an election becomes necessary the process for electing an instructional leader will be as follows:

1. The Dean or Director will announce the Instructional Leader election process by the first of March. Applications will be received in the appropriate Dean or Director's office by April 1. Following the application deadline, the Dean or Director will prepare and post a list of applicants for each instructional leader position. The election process is to be completed by April 30.
2. The Dean or Director shall ask a faculty member in the department who is not running for Chair to convene a meeting so that the faculty may select by consensus a full-time faculty member from the instructional unit to serve as review committee chairperson.
3. Application materials are then transferred to the committee chairperson. This faculty member will review the applicant list and make sure applicants are aware that they may not serve on the review committee.
4. The review committee chairperson must then communicate, via e-mail and other appropriate means, with all full-time faculty in the instructional unit eligible to serve on the committee and the appropriate dean, and set up a schedule for the review of the applicants. The Dean or Director must also be notified of the meeting.
5. The committee Chair will notify applicants of scheduled appointments with the committee.
6. The Dean, Director, or a representative selected by the Dean or Director from another instructional unit other than the one conducting the selection process, will also serve as ex officio members of each Department/Program Chair selection committee. Deans and Directors are encouraged to sit in on the meetings, sharing any information relevant to the faculty's decision-making.
7. Where there is only one applicant, the committee will still interview the candidate to assess goals, strengths, and weaknesses.
8. The committee, composed of faculty credentialed to teach in the Program, shall prepare interview questions for the candidates. Previous instructional leader experience should not be required to answer interview questions.
9. Members of the committee must be present for interviews, or they must withdraw from the selection process.
10. The process of selection should be agreement by consensus. Failing that, however, the selection will be made by majority vote of the full-time faculty members present.
11. If there is no majority, the dean or director (in consultation with the appropriate Associate Vice Chancellor or President), and committee Chair will select an interim instructional leader who will serve for one year. The second year, if a two-thirds majority cannot be reached; the instructional leader will be chosen by majority vote and will serve the remainder of the three-year term.
12. A finalist MUST make a decision to accept or decline the position within twenty-four hours of notification that he or she is the finalist.
13. When the finalist is selected, the Dean or Director submits appropriate paperwork to the president or Associate Vice Chancellor.
14. If there are no applications:

- i. The Dean or Director (in consultation with the appropriate Associate Vice Chancellor or President) may make a temporary appointment, for thirty days or the end of a long semester depending upon when the position becomes vacant, to give faculty members an opportunity to reevaluate.
- ii. Or, the Dean or Director (in consultation with the appropriate Associate Vice Chancellor or President) may make a one-year appointment.

### Review Committees for Selection of Department/Division Chairs

1. Every full-time faculty in the instructional unit (except those who are candidates for the position) should serve on the selection review committee if he or she desires. All faculty members are encouraged to participate.
2. The review committee will include the Dean, Director or their appointed representative from outside the program. The Dean or Director will serve as ex-officio member of the committee, and, while not allowed to vote, is encouraged to attend the selection interviews and meetings.
3. The chairperson of the review committee will be from faculty rank and will be selected by the review committee members. Candidates may not serve as chairperson or committee members.
4. For small department/divisions that have fewer than three faculty members eligible to serve on the review committee, faculty members from a closely related program may be requested to serve on the review committee. Faculty outside the instructional unit selected to assist with the process should be mutually agreeable to both the Dean or Director and the instructional unit faculty members. If these conditions cannot be met, the faculty and Dean or Director shall devise an alternative process that conforms to the spirit of the general election process.

### Interviewing Process:

- Each applicant should be interviewed separately.
- A different set of questions for Chair and Associate Chair applicants should be developed.
- The same questions should be asked of each applicant for a given position within a department.
- No interview should be longer than 20 minutes.
- The department will need to determine the interview schedule based on the number of applicants and the total time allotted for the interviewing and election process so that each applicant for a given position is allowed the same amount of time for an interview.
- Prior to the scheduled interviewing and voting session, faculty within each department should email their proposed questions to the session convener who will put together a list of questions which will then be reviewed by all voting faculty within the department for agreement.
- Each member of the department should have thoroughly reviewed the applications and interview questions before the interviewing and election meeting.
- Interview Questions should not be shared with the applicants prior to the elections.

### Election/Balloting Process:

- Chair elections should be held before Associate Chair elections.
- Voting will be conducted by secret ballot. Ballots printed with applicant names and positions will be given to each convener to distribute during the voting session. Separate ballots for Chair and Associate Chair will be provided.
- For the Chair election, the name of each applicant will be listed next to a check box on the ballot.

Following the list of applicant names will be a check box with the option to “Abstain” listed.

- For the Associate Chair election, the name of each applicant will be listed next to a check box on a single ballot. Following the list of applicant names will be a check box with the option to “Abstain” listed. There will be a single round of voting that includes all Associate Chair positions in a given department. The top vote-getters will be elected to the corresponding number of Associate Chair positions (in accordance with the rules described below).
- Election results will be based on a simple majority. Thus an applicant must have 50%+1 of the vote or a run-off is required. Any tie will necessitate a re-vote. Should re-voting fail to yield a winner then the process specified in the September 2015 Instructional Leader Guidelines will be invoked (with the convener and the VCIS).
- No proxy voting will be allowed—faculty must be present to vote.

### Term of Office:

The term of office for instructional leaders is three years, beginning on the first day of the contract of the first year of the term and ending on the last day of the contract of the third year. The term of office does not supersede the yearly contract process.

Faculty who are removed from an instructional leader position, but who are still employed by the College, shall return to 9 month, 10.5 month, or 12 month faculty status as designated in the annual Chair contract.

### Contract Length, Stipend, and Term:

Instructional leaders will receive and are expected to serve a 12-month contract.

Instructional leaders will receive a monthly stipend according to a formula approved by the Chancellor’s Executive Cabinet. During an instructional leader’s leave of absence or extended professional leave, the stipend will be paid to the acting instructional leader. Instructional leaders may not serve more than two consecutive terms.

### **Instructional leaders may not serve more than two consecutive terms.**

At the end of a three-year term, an incumbent Chair may:

1. upon application, continue in the instructional leadership role provided that the incumbent has served professionally (according to the Dean or Director’s evaluation), met the requirements of the position, has only completed one term, and no other candidate is seeking the position;
2. compete for another three-year term with other interested candidates,
3. or step down.

### Leave of Absence (Temporary Vacancy):

Instructional leaders are eligible for the various types of leave, which may be granted to any faculty member such as: sabbatical leaves, leave without pay or family medical leave. Instructional leaders who want to apply for one of these should follow the procedures outlined in [Section 1: T&E Information](#) and the [HCC Local Policy Manual](#). As a faculty member, a Chair may also be placed on administrative leave after the applicable HCC policies have been followed. In this case, a temporary vacancy also occurs in the position for the period of leave.

A person meeting the established job requirements must be selected to carry out the duties of the vacated instructional leadership position during the term of the leave. [See "Election Process" and "Job Requirements" in these Guidelines]. When the original instructional leader returns from leave, he/she will resume the instructional leadership position previously held and complete his/her term of office. The replacement shall receive the stipend during that time.

If an instructional leader goes on leave more than a year before the term of office is up and does not return from the leave before that term ends, then an instructional leader is chosen for the next term following the usual procedure when the term is over. [See "Election Process" and "Job Requirements" in these Guidelines]. The interim instructional leader and the instructional leader on leave will be eligible for election by the instructional unit if they are both still qualified according to the established job requirements.

If an instructional leader begins a leave with less than a year remaining in his/her term, and it is known in advance that the leave will extend beyond the end of the term, then the instructional unit has the option of declaring that the instructional leader chosen to fulfill the rest of the term will also serve a full term after the partial term is completed. If the instructional unit wants the option of going through the selection process again at the end of the unfulfilled term, then it may.

### **Interruption of Office (Permanent Vacancy):**

The instructional leader position may become vacant for a variety of reasons: resignation or dismissal from HCC, resignation from the Chair position, a job change within HCC, unsatisfactory performance, disciplinary action, or death. In the event that the Chair's position becomes vacant with more than one year left in the term, the established selection procedure will be undertaken by that instructional unit to fill the remainder of the term with someone who meets the job requirements. [See "Election Process" and "Job Requirements" in these Guidelines].

If there is less than one year remaining in the original term of office, then the person selected will hold that office for the remainder of that term plus another full three year term, (or whatever time period constitutes a full term in that department/division.)

### **College Reorganization of Instructional Units:**

In the event the College reorganizes and merges instructional units, each of which had its own instructional leader, the search for a new instructional of the newly merged instructional unit shall begin as soon as possible. This situation should not require an Interim, but should be treated in the same manner a replacing an instructional leader through the normal process. There should always be a faculty member designated as the interim instructional leader.

### **Removal of an Instructional Leader from Office**

It is possible to be removed from an instructional leader position without being dismissed from HCC as a faculty member.

In the event that a Dean or Director, after an appropriate evaluation process that includes written review, finds an instructional leader's performance unsatisfactory, she or he may submit a letter requesting that the Associate Vice Chancellor or President of the Center of Excellence (COE) remove the instructional leader. The Associate Vice Chancellor or President may either accept a Dean's recommendation and remove the instructional leader from office, or reject the recommendation and retain the instructional leader in office with final approval by the Vice

Chancellor of Instructional Services. In the event of an appeal of the removal by the instructional leader or instructional unit, the Vice Chancellor for Instructional Services shall make the final decision in a timely manner.

In the event that an instructional unit so chooses, at any point during the instructional leader's term, the instructional unit members may draft a removal petition, and with two-thirds of the signatures of the full-time instructional unit members, they may submit that petition to the Dean. At that time, the Dean shall conduct an appropriate evaluation process that includes written review and warnings if needed, and a reasonable amount of time to allow for improvement. Should the evaluation process find the instructional leader's performance unsatisfactory, the Dean may submit a letter requesting that the Associate Vice Chancellor or President remove the instructional leader with final approval by the Vice Chancellor of Instructional Services.

### **Instructional Leaders' Ability to Serve in Other Roles:**

Chairs, Associate Chairs, and Program Directors may not serve in other roles. Program Directors in the Health Sciences by virtue of definition of their roles may serve as Program Coordinators for their programs.

### **JOB REQUIREMENTS FOR DEPARTMENT/DIVISION CHAIRS**

#### **A. Experience:**

Chair and Program Director: Must currently be and have been for at least three years a full-time faculty member (on the faculty pay scale) at HCC and have at taught within the last three years as a full-time faculty member (at HCC) in one of the programs to be supervised. Temporary FT faculty are not eligible to participate in the election process

Chair and Program Director in a Career and Technical Area: Three years of full-time work experience in one of the programs to be supervised AND one year of teaching experience in a post-secondary institution in one of the programs to be supervised.

Associate Chairs: Must currently be and have been for at least two years a full-time faculty member (on the faculty pay scale) at HCC and have at taught within the last two years as a full-time faculty member (at HCC) in one of the programs to be supervised. Temporary FT faculty are not eligible to participate in the election process. In career and technical instructional areas, two years of full-time teaching experience at Houston Community College in one of the programs to be supervised is required.

Program Director for the Health Sciences: Three years of full-time work experience in one of the programs to be supervised AND one year (or equivalent) of teaching experience in a post-secondary institution. Specialized experience as needed by [accrediting agencies](#).

#### **B. Education:**

Chair, Associate Chair, and Program Director: Must meet requirements for teaching in a program of the department/division to be supervised as specified in the HCC Faculty Credentialing Manual.

Chair and Program Director in a Career and Technical Area: Meet the credentials specified within the HCC [Faculty Credentialing Manual](#) in the program of the department/division to be supervised. Must possess appropriate degree, licensure and/or certification as required by program accreditation.

Program Director for the Health Sciences: Meets the credentials specified within the HCC Faculty Credentialing Manual in the program of the department/division to be supervised. Possess appropriate degree, licensure, certification and/or certain years of experience as required by program accreditation.

### **C. Knowledge, Skills, and Personal Qualifications for all Instructional Leaders:**

- Ability to work as a member and manager of a work team.
- Ability to lead the group toward a common goal.
- Ability to work effectively with a wide variety of community and governmental agencies as an advocate for HCC.
- Knowledge about and ability to implement good personnel and budget management practices.
- Good oral and written communication skills.
- Proven problem-solving and decision-making abilities.
- Ability to follow through to completion on assigned tasks.
- Must be computer literate.

The positions of Chair and Program Coordinator may not be held concurrently.

The positions of Associate Chair and Program Coordinator may not be held concurrently.

The positions of Chair and Associate Chair may not be held concurrently.

Two Associate Chair positions may not be held concurrently.

### **Faculty Nepotism Policy:**

HCC's nepotism policy and regulations apply to all employees to include faculty. In addition to relationships defined by blood (consanguinity) or by marriage (affinity), nepotism also includes consensual relationships between employees. HCC's nepotism policy and regulations prohibit faculty members in a relationship from being in a primary or reporting chain relationship. When an issue of nepotism involving faculty members arises, the following will apply in order:

1. The faculty member in the non-leadership position will be moved to a program for which the faculty member is credentialed to teach, if possible; or
2. If the faculty member in the non-leadership position cannot teach in another program:
  - a. The faculty member in the leadership position may step down from their leadership position; and/or
  - b. The faculty member in the non-leadership position will be given until the end of their current employment agreement to apply for and attempt to secure another position with the college subject to the following restrictions:
    - i. Any position secured may not be in the chain of supervision of the faculty member in the non-leadership position
    - ii. The faculty member may continue to teach during the remaining period of the employment agreement, but will be supervised by the next higher level supervisor and will have all classes scheduled by the next higher level supervisor
    - iii. The faculty member's PEP will be given by the next highest level supervisor and will be reviewed by the Vice Chancellor Instructional Services & Chief Academic Officer

Faculty in nepotistic relationships considering running for a supervisory position should work with their relatives or partners to plan to align with the above policies should that faculty member be selected for the supervisory position. Nepotistic relationships that occur after employment must be disclosed to all relevant supervisors and the above procedures must be followed.

## INSTRUCTIONAL LEADER EVALUATION CRITERIA:

In addition to the standard faculty evaluation instrument, the following areas must be evaluated by the Dean or Director. Be sure to use the latest PEP form.

### **1. Student Recruitment/Enrollment:**

Standard: Department/Division duplicated seat count increases by the annual strategic goal of HCC (e.g., 5% per year)

### **2. Contact Hour Generation:**

Standard: Department/Division contact hours generated increase by the annual strategic goal of HCC (e.g., 5%)

### **3. Student Retention and Completion:**

Retention rates in terms of course completion, fall-to-spring retention of students, fall-to-fall retention of students, and certificate/degree completion of students as applicable. Instructional leaders will work with IR to determine appropriate reports and standards.

### **4. Course Management—Make Rates and Class Sizes:**

Standard for Make Rates: Make rate of 80 percent; class size of 80 percent of capacity.

Standard for Class Sizes: See [Guidelines for Class Sizes](#).

### **5. Instructional Materials Management:**

Standard: Instructional leader has complied with Guidelines in the timely selection of all instructional materials, including textbooks, other required readings, software, and so on.

### **6. Program Review—Planning Reports—CB/SACSCOC Reports:**

Standard: Instructional leader has completed and submitted reviews/reports to the appropriate parties in a timely fashion. These include assisting the Program Coordinator(s) with Program Review, Annual Learning Assessment Report, and the Annual Planning Report.

### **7. Budget Management:**

Standard: Instructional unit/Department activities adequately supported based on resources available, instructional unit/department budget managed efficiently, next year's proposed budget is both realistic, and reflective of institutional goals.

### **8. Personnel Management:**

Standard: All courses staffed and taught by fully qualified faculty, HR paperwork submitted accurately and on time, all faculty and staff evaluations completed effectively and on time.

### **9. Instructional Supervision:**

Standard: All student complaints and faculty disputes resolved efficiently and appropriately and in a timely manner.

### **10. Academic Standards or Workforce:**

Standards: Goals and standards set by each instructional unit and/or Department and advisory committee.

### **11. Instruction:**

Goals and standards set by each instructional unit and/or Department and should align with institutional goals.

## 12. Professional Development:

Standard: At least three activities for each employee.

## 13. Curriculum:

Goals and standards set by each instructional unit and/or department and should align with institutional goals.

## HCC CHAIR LEVELS AND WORKLOADS FOR INSTRUCTIONAL DEPARTMENTS/DIVISIONS:

HCC utilizes a simplified formula that is driven by contact hours taught by the instructional unit during the previous year. Each spring, data from the previous years is reviewed to ensure that instructional leader assignments are equitable.

Each level of instructional leadership is outlined in the chart below. The Program Director for the Health Science is broken into two levels based upon a contact hour formula. The second column of the chart represents the threshold that must be met to receive the benefits outlined in the last column.

### Level of Chair Contact Hours:

#### A. Chair /Program Director 210,000 contact hours, 12 month contract:

- full release time
- \$600/month stipend
- 1 FT Secretary
- Budget support from the District
- With the Deans approval, additional hours of release time will be available for distribution among faculty within the department on an annual basis in accordance with minimums to be specified in the IL Guidelines.
- Campus-to-campus travel stipend (\$125.00/month)

#### B. Associate Chair 400,000 contact hours above the initial 210,000. Additional Associate Chairs are assigned for every additional 400,000 contact hours:

- 12 month contract
- 12 contact hours of release time
- 9 contact hours release time in the summer (*NB the release time is not a full release from teaching in the summer; Associate Chairs are expected to teach six hours in the summer*)
- \$500/month stipend
- Campus-to-campus travel stipend (\$75.00/month)

#### C. Program Director Health Sciences (Level I) 0-100,000, 12 month contract:

- 12 contact hours of release time
- \$500/month stipend
- Clinical and related travel stipend (\$75.00/month)

#### D. Program Director Health Science (Level 2) 100,001-210,000, 12 month contract:

- 15 contact hours of release time
- Full release in the summer
- \$500/month stipend
- Clinical and related travel stipend (\$125.00/month)

### Overloads for Instructional Leaders:

As with any faculty member, overloads are not an "automatic" right and are subject to approval from the Dean or Director. Instructional leaders should not be expected to teach overloads without additional pay.

Chairs and Program Directors (including Level 2 Program Directors for the Health Sciences) can teach one overload at the discretion of the dean or director. The overload must be taught outside regular business hours (8:30 a.m.-5:30 p.m.) or online. Associate Chairs and Level 2 Program Directors in the Health Sciences adhere to the standard guidelines for overloads as outlined in the [Faculty Workload Guidelines](#). The overloads **must** not interfere with the Associate Chair or level 2 Program Director job responsibilities for which release time has been granted.

Release time allotments are above the Department/Program Chair, Program Director, Associate Chair, and Program Coordinator allotments.

**Deans and Directors may teach one course with approved from the appropriate President or AVC. The course must be taught outside regular business hours or online.**

### **TRAINING/PROFESSIONAL DEVELOPMENT FOR INSTRUCTIONAL LEADERS:**

The role and responsibilities of instructional leaders are very different from those of a faculty member. Instructional leaders require new knowledge, skills and abilities. To help new instructional leaders with this transition, the HCC College Leadership Program (CLP) is provided through the Talent & Engagement' (TE) Talent Learning & Development (TLD) department. Further, the Institute for Instructional Engagement and Development IIED (formerly known as the Center for Teaching and Learning Excellence) provides the Instructional Leadership Program. CLP and the Instructional Leadership Program both are required of all instructional leaders and supervisory personnel new to HCC, whether new to the college or new to the position.

New instructional leaders should enroll in the CLP as soon as selected. Enrollment is by application and cohorts begin three times per year. Experienced instructional leaders may also enroll in the program as a refresher, either in its entirety or in selected courses. Application forms and detailed information are available on the TE/TLD web site and the TLR/ILI site.

### **GUIDELINES FOR CLASS SIZES:**

**Purpose** – to establish guidelines that will help increase class size averages by setting:

1. Minimum and cap sizes for different categories of classes.
2. Guidelines for making/staffing classes.

**Class Categories** – All sections must strive to achieve the highest possible enrollment, thus servicing the most students and using resources in the most effective and efficient way. The following are the minimum and cap sizes for various categories of classes:

1. Academic lecture classes – 16/32
2. Academic lecture/lab or lab only – 16/25
3. Developmental education and Freshman Comp classes – 16/25
4. Workforce lecture classes – 12/32
5. Workforce lecture/lab or lab only – 12/25
  - Coop/Internship/Practicum courses – Under review.
  - Clinicals – defined in the Workload Guidelines ([link](#))
  - Private Music Lessons – Under review.
6. Online education classes – unless noted below, every online course is 16/32. Exceptions include:
  - Developmental education and freshman composition online classes – 16/25
  - Online classes with a scheduled, required on-campus lab that has a limited capacity of under 32 students – 16/X (with “X” equaling the capacity of physical, on-campus lab)

Changes to course caps may be proposed to improve student success as well as use resources more efficiently. Recommendations should be made in writing by the Dean to the appropriate Associate Vice Chancellor and Vice Chancellor for Instruction. The rationale for change must be supported by historical data – ex. student completion rates, student success rates (grade distribution data), course fill rates, student withdrawal data, course cancellation information, etc. – and demonstrate the need for change to improve student success, or to increase efficiency without diminishing student success. The VCIS Office must approve all changes. Caps should not be changed once schedules are advertised.

Exemptions must be approved by the VCIS office:

- Course needed for graduation.
- 3<sup>rd</sup> party Accreditation standards (ex. Clinical 1:10)
- New program start up
- New campus start up.

### **Criteria for Setting Class Sizes:**

1. Any exceptions to the criteria should be documented by instructional leader in terms of physical constraints, equipment limitations, safety issues, faculty expertise, special student populations, and/or accreditation requirements.
2. Linked courses should collectively meet criteria (i.e., if two small enrollment ARTS courses are “linked” – taught in one section by a faculty – the collective enrollment should fall within the minimum/cap range).

### **Evaluation / Accountability:**

1. Each instructional division or Center of Excellence will be expected to make 80 percent of the classes scheduled with 80% fill rate.
2. Following the published Official Day of Census (12<sup>th</sup> class day by in long semesters), a list of classes not meeting guidelines will be generated for all instructional divisions or Centers of Excellence. The instructional divisions or Centers of Excellence will be required to justify all exceptions and to provide plans for future improvements.
3. Program Coordinators for all programs need to include class cap recommendations based on data, i.e., course completion rates, enrollment, etc., and budget impact. When programs turn in the annual report to curriculum office information regarding class cap needs to be included.
4. Workforce programs should include external accreditation agency class size information, as appropriate.

## **INSTRUCTIONAL STRUCTURE FOR THE DIVISION OF EXTENDED LEARNING (DEL):**

**Currently, this division is under transformation. It will be posted once the transformation is complete.**

### **Executive Director, Library Services:**

This position provides overall leadership, oversight, and coordination of all HCC library services district-wide to support teaching and learning at multiple college/campus locations, the district, and online. The Executive Director guides the HCC libraries in supporting the Strategic Plan, mission, vision, and values of the institution. The Executive Director ensures that HCC Library services remain compliant with all of the standards and requirements of the Southern Association of Colleges and Schools (SACS), the Texas Higher Education Coordinating Board (THECB), and other relevant organizations. The Executive Director advocates for HCC and for libraries at the global, national, state, and local levels and acts as chair for the proposed HCC Library and

Information Science Program. This position ensures that library resources, instruction, and services are available to all HCC students, faculty, and staff irrespective of location and technical ability.

Other duties of the Executive Director, Library Services include:

- This position provides direct supervision to the College Library Directors and the District Director, LRC Support Services.
- Lead the development and maintenance of a Strategic Plan for HCC Library Services in conjunction with the institutional Strategic Plan that will address such factors as library collections, personnel, technology, facilities, and other factors needed to ensure the advancement and support of effective teaching and learning at HCC.
- Chair a Library Council composed of district Library Directors responsible for managing continuous improvement of access to library and learning resources and services and to library and information literacy instruction.
- Support the operations of college campus libraries by coordinating and advocating for the financial and technical infrastructure required to provide innovative, appropriate, and effective library instruction, services and resources to HCC students, faculty, staff, and other constituents.
- Ensure that library funding and staffing are optimally and equitably distributed throughout the district.
- Collaborate with HCC and external partners to improve access to learning resources and services and ensure the libraries meet the needs of the community.
- Work with the Library Council to heighten awareness of library instruction, services, and resources among HCC students, faculty, staff, and administration.
- Facilitate institutional compliance with copyright laws by working with the Copyright and Intellectual Property Committee to mitigate copyright violations, educate the HCC community on copyright issues, and foster a culture of creativity and innovation.
- Responsible for the successful awarding of grants to support innovation at the HCC Libraries.
- Serve as primary spokesperson for the HCC Libraries and represent HCC in local, state, regional, and national library organizations and initiatives to advance the interests of the College.
- Direct the activities of the HCC College Director, Library Services and the District Director, LRC Support Services to establish challenging and innovative performance and professional development goals. This includes those related to assessment, evaluation, and accountability, and to monitor and evaluate progress toward achievement of those goals.
- Coordinate overall professional development opportunities for Library Directors, faculty, and staff.
- Monitor library compliance with standards and requirements of all applicable regulatory agencies, including SACS, THECB, and relevant others.

Develop and implement a system of continuous process improvement for library services provided.

### **District Director, LRC Support Services:**

The District Director, Library Support Services is responsible for the supervision and evaluation of the technical services librarians performing their duties at the District office and the clerical staff at the District library office. The District Director also has the responsibility for library technical services, including all aspects of the Libraries' automated systems. The District Director, Library Support Services works with the Library Council, Public Service Librarians, and Library Assistants to maintain the quality of library services across the district. The District Director, Library Services works with Executive Director, Library Services to ensure that HCC library services remain compliant with all of the standards and requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the Texas Higher Education Coordinating Board (THECB), and other relevant organizations.

Other duties of the District Director, Library Support Services include:

- Manage and coordinate the centralized Library Support Services functions of acquisitions, automation,

cataloging, interlibrary loan, staff training, and licensing of electronic resources.

- Ensure compliance of HCC Library website and online services with HCC branding standards and ADA standards.
- Develop and manage online library services that provide increased and enhanced access to library resources and materials.
- Coordinate library technology goals with the mission and vision of the college.
- Work cooperatively with Executive Director, and other College Director, Library Services, to plan for and to provide effective library services and resources consistently across the District.
- Report library statistics locally and nationally as required by HCC Institutional Research, the HCC annual audit, the Dept. of Education, and the Texas State Library
- Participate in the development and maintenance of a Strategic Plan for HCC Library Services in conjunction with the institutional Strategic Plan that will address such factors as library collections, personnel, technology, facilities, and other factors needed to ensure the advancement and support of effective teaching and learning at HCC.
- Ensure library compliance with and support of the HCC Strategic Plan, Values, and Mission.
- Continually assess the effectiveness of library services, collections, and instruction and report assessment results and usage statistics regularly.
- Continually seek to improve library effectiveness by keeping abreast of new technologies, methods, and approaches.

### **College Director, Library Services:**

The College Director, Library Services is responsible for the leadership and administration of library services in an assigned HCC college, including supervision of librarians and support staff, oversight and assessment of college library services effectiveness, and other related operational functions. The College Director, Library Services will serve on a district-wide HCC Library Council under the leadership of the Executive Director, Library Services. The College Director, Library Services will represent the interests and needs of the assigned HCC College library services.

Other duties of the College Director, Library Services include:

- Manage the provision of library services at an assigned HCC college.
- Work cooperatively with Executive Director, Library Services, District Director, LRC Support Services and other College Director, Library Services, to plan for and to provide effective library services and resources consistently across the District.
- Participate in the development and maintenance of a Strategic Plan for HCC Library Services in conjunction with the institutional Strategic Plan that will address such factors as library collections, personnel, technology, facilities, and other factors needed to ensure the advancement and support of effective teaching and learning at HCC.
- Ensure library compliance with and support of the HCC Strategic Plan, Values, and Mission.
- Continually assess the effectiveness of library services, collections, and instruction and report assessment results and usage statistics regularly.
- Work with District and College administrators to advocate for the libraries and to ensure that the library departmental needs are included in HCC strategic planning and budgeting processes.
- Monitor and ensure compliance with HCC policies and procedures; monitor and ensure compliance with HCC Library Guidelines and Procedures.
- Hire, supervise, schedule, and evaluate college library faculty and staff.
- Plan and conduct regular meetings of college library faculty and staff.
- Provide opportunities for College-based faculty and staff professional development.
- Monitor the equipment inventory assigned to the department.
- Continually seek to improve library effectiveness by keeping abreast of new technologies, methods, and approaches.

- Setting library hours of operation at each library site at that college and ensuring that each is staffed for all hours of operation.

## PROGRAM COMMITTEES & PROGRAM COORDINATORS

### 1. Introduction:

Program Committees were created to ensure instructional and curriculum consistency and coherence among departments across the system and to meet the requirements of the SACSCOC and other accrediting agencies.

[All full-time faculty](#) teaching in a program are members of its program committee. The creation of Program Committees further improves conducting and reporting on processes such as the development of curriculum, program review, the use of instructional materials used in courses, and conducting regular learning assessments. The current Program Committee guidelines reflect what has been learned through the history of program committees at HCC. That history has shown repeatedly that the program committee concept will not work effectively unless the following conditions are met:

- Full and active participation in program committee work by full-time faculty members at HCC.
- Collaboration at all levels of HCC (both programs and administration).

### 2. Mission:

The mission of Program Committees at Houston Community College is to support the institution's commitment to excellence through the creation, implementation, and maintenance of quality educational programs. Program committees exist to ensure program coherence and excellence across the College, represent programs in the larger context of the College, lead the district into new and innovative programs and instructional methodologies, and act as experts in matters concerning their program curricula. The faculty, through program committees, has primary responsibility for the content, quality, and effectiveness of the curriculum at HCC in accordance with the requirements and standards of the Southern Association of Colleges and Schools Commission on Colleges, the THECB, and national norms.

### 3. Membership:

All full-time faculty members who are credentialed in and who have taught (or are scheduled to teach) the particular subject at HCC, identified by the four-letter course prefix (e.g. PSYC), are members of the Program Committee. A listing of Programs with Program Coordinators and assigned Mentor Deans can be found on the myHCC website > Academic Affairs > Evaluation of Instruction > Program Clusters by Mentor Dean and Program Coordinator.

When appropriate or necessary, administrators may attend and observe, and/or participate in activities or discussions of the Program Committee. In no cases shall administrators vote.

Faculty members who are temporarily serving in interim or acting positions, or who are temporarily serving as directors or other administrators, but who will be returning to faculty positions, are full members of the Program Committee.

Adjuncts are not formally part of the program committee and have no right to vote in decisions. However, individual program committees may choose (by a majority vote) to allow adjuncts to attend and otherwise fully participate in the activities of the Program Committee on a voluntary basis. In no cases shall adjuncts vote.

The Vice Chancellor of Instructional Services (VCIS) will send a letter to each faculty member notifying them of the first system-wide meeting each semester of the Program Committee. A complete list of all members of the Program Committee should be compiled by the Program Coordinator at the August meeting of each year.

Participation in the activities of the Program Committee is a part of every [full-time faculty member's duties](#) and, as such, will be incorporated into their yearly evaluation.

#### **4. Instructional Conference Days:**

On the first week of the Fall and Spring semesters' reporting dates of the full-time faculty, a system-wide meeting known as the [Instructional Day](#) shall be convened. On both the Fall Instructional Day and the Spring Instructional Conference Day, each Program Committee will meet according to a schedule that best allows faculty who belong to more than one Program Committee the opportunity to attend more than one. During that same week, there will be one joint Instructional Leaders' Meeting comprised of the VCIS and instructional leaders for the purpose of discussing instructional program issues. This meeting is called the Instructional Leaders Meeting.

#### **5. Meetings and Voting:**

1. Meetings: Meetings are called by the Program Coordinator or by the members' petition. Members are advised to first request a meeting from the Coordinator. If the Coordinator is unwilling to call a meeting when the members request, petitions may be made via intercampus mail or email to the coordinator (with a copy sent in each case to the VCIS) of 50% +1 of the total committee membership. The coordinator, or the VCIS in the case of a petition, should verify the members' proper notification to the fullest extent reasonably possible.

2. Subcommittees: Subcommittees may be established by the full committee for delegated purposes. These subcommittees may be given the power to make decisions for the full committee or simply do preliminary preparations for later referral to the full committee. In either case, the full committee may choose to override subcommittee decisions.

3. Proxy Voting: Once the semester is under way, large Program Committees may find it more difficult to schedule meetings that do not conflict with any member's schedule. For this reason, proxy voting is allowed for all decisions of the committee except all voting that occurs on the semesterly system-wide Instructional Conference Day defined above. To give one's proxy, the member must sign a document that allows the designee to vote for him/her, and personally inform the Program Coordinator prior to the meeting (preferably by e-mail because it is verifiable). The designee should present this document to the other members at the meeting. A proxy gives the recipient the right to vote for the giver of the proxy in all circumstances at that specified meeting only.

4. E-Mail Voting: Program Committees may, at their discretion, conduct deliberations and votes entirely via e-mail. Additionally, in cases where a ballot has been created and circulated before an in-person meeting, members shall always have the option of e-mailing their ballot to the Program Coordinator if they cannot attend. E-mailing is not allowed for Instructional Day meetings, which will always be held in person. Ballots carried in hand by another member to a meeting shall not be accepted.

5. Meeting Agendas: Program Committee members should forward to the Program Coordinator items they wish to be placed on upcoming meeting agendas. Items raised at the meeting that require votes of the full program committee and are not on the agenda may be discussed but not voted on until they are placed on the agenda for the following meeting, or submitted to the full membership for a vote via e-mail. (This limitation may be suspended by majority consent.) Agendas should be sent to members at least one week prior to the meeting unless an emergency situation makes this impossible. (For this reason, members are encouraged to send items to the coordinator at their earliest opportunity, rather than after the meeting is called and the agenda is distributed.)

6. Absence from Meetings: Members may be appointed to subcommittees, delegated tasks, or even elected Program Coordinator (with their consent, in this case) even if not present at meetings. The intent of this rule is not to punish an absence, but rather prevent it from interfering with the normal division of labor and timely functioning of the committee.

#### **6. Selection of Instructional Materials:**

All program committee members are required to follow Board policies (E.2.5), HCC Guidelines, and the HCC Text and Textbook Adoptions and Requisitions Process, Guidelines, and Timelines in the selection of instructional materials, including textbooks. The Program Text and Textbook Review and Selection Worksheet must be used to provide these selections to the office of the VCIS by June 1<sup>st</sup> each year. Only two "commercially published" titles are allowed across the College for adoption as a main textbook required for purchase by students for any one course. Programs may have unlimited adoption of open source materials and are highly encouraged to do so.

Faculty are at liberty to engage in pilot projects with publishers and other entities for the use of new and innovative instructional materials. However, such pilots are never to be conducted in lieu of a formal adoption, and must be of limited duration (typically one year). Additionally, the pilot must have the approval of the program committee prior to its start.

### **7. Ethics:**

The Program Committee must approve of all texts, textbooks, and other required instructional materials to be used in each course in the program, whether used by the entire program or individual members of the program, including self-authored texts and supplements, *as well as pilot projects*. Additionally, in cases in which one or more members of the committee is an author, and/or in cases in which one or more members of the committee will realize a personal financial gain from the adoption of materials, these members must inform the committee of why they want to use it. They must justify why it is pedagogically better, more tailored to their students, unique, special, less expensive, more applicable, more appropriate, etc. – to wit, they must show what educational purpose is served by the instructor's (or the program's) use of this specific material, rather than other available materials.

*If a program chooses to consider a text or textbook authored or edited by a faculty member or members at HCC, then the faculty member or members must be recused from the vote on that adoption. However, the program may adopt faculty-authored open-source texts or textbooks outside of the two textbook limitation. In all other ways, the adoption of a faculty-authored text or textbook ought to proceed in the same way as any other text or textbook.*

None of the above statements should be construed as to imply a presumption of unethical behavior on the part of the HCC community of authors and scholars. HCC should encourage publications and good scholarship by its employees at all levels. There are many legitimate educational purposes served by a faculty member's use of self-authored educational materials – which often enrich the instructor's classroom and the institution in general. However, the program committee must approve the use of these materials.

## **PROGRAM COORDINATORS: DUTIES AND RESPONSIBILITIES:**

### **A. Selection Process and Term:**

The Program Coordinator is selected by a simple majority of the full Program Committee, for a 4 year term. The election shall take place on the district-wide Spring Instructional Conference Day preceding the new term. When there is no vacancy in the office, newly elected officers will take office on the Fall Instructional Conference Day. No email or proxy voting will be allowed during either the fall or the Spring Instructional Conference Days, except in the rare case when it conflicts with an instructor's mini- term class.

Elections to fill vacancies may be held at any Program Committee meeting. When vacant offices are filled, the newly elected officer shall serve the remainder of that four year term.

In the rare case that no program faculty member wishes to be elected Program Coordinator, the VCIS, in consultation with the deans and directors, and select administrators from the VCIS' staff, will appoint temporary Coordinator, until such time as which a permanent Program Coordinator is elected.

Votes to remove an officer must be made by an absolute majority (a majority of the membership list on file at the VCIS' office, regardless of how many members are in attendance). If an officer resigns or is removed at a particular meeting, the members must vote for a replacement at that same meeting. If an officer resigns or is removed outside of a program meeting, the members must vote for a replacement at the next meeting. In the case of the Coordinator's removal, the old Coordinator (and the new one, if one exists) shall notify the VCIS. If the new Coordinator has not yet been elected, the members should call another meeting to elect a replacement who will finish the term.

The VCIS may remove a Program Coordinator for unsatisfactory performance.

Regardless of what officers, subcommittees, or assignments a Program Coordinator chooses to create, the Program Coordinator shall, in all cases, be the official reporting officer to the Office of the VCIS. Before the submission of any reports to the Office of the VCIS, reports should be shared with the Department/Program Chair, Dean or any other appropriate instructional leader. This means that decisions, once reached by the committee, should be transmitted and represented by the Program Coordinator. It should not be construed to mean that other members may not argue different positions or lobby for alternatives or changes to administrators or others. Open dialogue and respectful professional debate are at the essence of these rules.

The Program Coordinator will report to the Dean of the Center of Excellence or Instructional Division for Program Coordinator duties. The Dean/Director will provide an evaluation of 20 percent of the Program Coordinator's Performance Excellence Program (PEP) related to the Program Coordinator duties. As faculty, Program Coordinators will have a split responsibility, with the remaining 80 percent of their PEP evaluation completed by the Department/Program Chair. The Dean must report that 20% of the Program Coordinator's PEP evaluation information to the Program Coordinator's supervisor in a timely manner so that the supervisor, in turn, can complete the Program Coordinator's entire PEP in a timely way.

### **B. Duties and Responsibilities of the Program Coordinator:**

1. The Program Coordinator shall compile a complete list of all members at each Program meeting and include those present and not present in the minutes. The membership list should be forwarded to the Department/Program Chair, Division Dean or Director and the VCIS no more than 30 business days after the meeting date. All full time faculty are expected to attend Program meetings unless excused by the Dean/Director.
2. The Program Coordinator shall serve as the primary communicator of the Program Committee to all committee members, deans, directors, all Department/Program Chairs in the Program, and the Curriculum Office. The Coordinator's reporting duties include, but are not limited to the following:
  - To Program members: agendas, dates, times, and sites of meetings; minutes of prior meetings (minimally, minutes should include the date, members present, members absent, and all specific Program Committee deliberations as well as policies decided by vote), including information about PLSOs and core objectives to be assessed during the semester and the assessment method chosen; changes in curriculum; notification of the formation of subcommittees or other groups relevant to the Program. Meeting minutes should be sent to all Program Committee members for review prior to submission to the District Office.
  - To Instructional Department/Program Chairs: program instructional policy decisions that require enforcement or support of the Department/Program Chair, program meeting minutes with faculty attendance for PEP purposes, curriculum, syllabi, system-wide or program-wide exams (when applicable) as well as final exams and/or culminating projects for every course taught by the program, and approval of new or revised courses. Make recommendations on the selection of textbooks based upon whether the textbooks align with the learning outcomes of the course. Program Review, Assessment Reports and Planning Reports shall be sent to the Department/Program Chair for their records after submission to the Office of VCIS.
  - To the VCIS or designee: agendas and minutes of meetings (including advisory committee meeting minutes for workforce programs only), textbook information, membership list, officer election results, requests for new or revised course approval; changes in curriculum; request for new program or award; completion of Program Review, Annual Learning Assessment Reports, Annual Planning Reports, and the results of the assessment of core objectives.
  - To Deans and Directors: agendas and minutes of meetings (including advisory committee meeting minutes for workforce programs only), requests for support, and all reports for signature and final approval prior to submission to the Office of VCIS.

- To the Library Directors: faculty requests for new purchases or uses of library materials and equipment related to curriculum.
  - To the Directors of College Educational Technology Services: recommendations for appropriate new instructional technologies related to curriculum.
3. The Program Coordinator shall convene and facilitate at least one meeting per semester of the program committee. Committee members shall provide agenda items for each called meeting.
  4. The Program Coordinator shall keep and hold all records for the committee, including minutes from meetings including Program Coordinator attendance. These records shall be sent to the VCIS Office for publication online and transferred to the new Coordinator at the beginning of his/her term. Other items to be retained include agendas and minutes from advisory committee meeting (WF) and reports from program subcommittees.
  5. The Program Coordinator shall facilitate Program Committee development and maintenance of Program curriculum in collaboration with the Department/Program Chair, including appropriate course and program student learning outcomes (SLOs, PSLOs, and core curriculum) that support both the missions of the program and the institution.
  6. The Program Coordinator shall generally serve as the representative of the program in matters of curriculum to entities outside the program committee (catalog, Curriculum Committee, etc.).
  7. The Program Coordinator shall act as instructional liaison between the faculty and district administration on curriculum matters.
  8. The Program Coordinator shall prepare and submit a Program Review, Annual Learning Assessment Report, Annual Planning Report, agendas and minutes of meetings to the VCIS office (Curriculum Office) and the appropriate Department/Program Chair and Dean/Director according to published deadlines. A membership list, officer election results, and requests for new or revised course approval shall also be provided to the VCIS Office and the appropriate Department/Program Chair and Dean/Director. The Program Review, Annual Learning Assessment Report, Annual Planning Report, Advisory Committee meeting minutes (Workforce Only) and program committee meeting minutes shall also be sent to the program committee members.
  9. The Program Coordinator shall share the results of all feedback reports with the Program Committee including the Department/Program Chair for program improvement.
  10. The Program Coordinator in collaboration with the VCIS or designee shall articulate courses and programs with four-year or upper- level colleges, universities, and high schools as requested.
  11. The Program Coordinator will gather updates and maintain [CurricUNET](#) in relation to program and/or course curriculum changes and Program web-pages on both the HCC website and Learning Web site.
  12. The Program Coordinator will work with the appropriate COE, Deans, or Directors and Department/Associate Chair to convene Program Advisory Committee meetings. The Program Coordinator will be responsible for the submission of advisory committee meeting minutes to the District Office. The Dean/Director and/or the Department/Program Chair are responsible for providing the support necessary to ensure meeting minutes are being recorded.
  13. The Program Coordinator will work with faculty, Department/Associate Chairs, Deans, fellow Program Coordinators (if needed) and the Curriculum Office to coordinate the self-study report for third party program accreditation and participate on all onsite visits as required by the accrediting agency.

14. The Program Coordinator will work with faculty, Department/Associate Chairs, Deans/Directors, fellow Program Coordinators, the Institute for Instructional Engagement and Development and the Instructional Assessment Office to facilitate the formation of innovative learning initiatives across the curriculum as well as cross-disciplinary learning initiatives and faculty development opportunities.
15. The Program Coordinator in collaboration with the Department/Associate Chair, and Dean/Director will work with program faculty to establish course standards across the curriculum to improve the quality of courses offered throughout the District.
16. The Program Coordinator will serve as a Program representative to the Core Curriculum Council, if appointed.
17. The Program Coordinator shall work with all members of the Program Committee, as well as part-time faculty, the Institute for Instructional Engagement and Development and the Instructional Assessment Office to ensure that all required Core Curriculum assessments are embedded in all core courses and are assessed as required.
18. The Program Coordinator shall lead the Program Committee in the process of vetting, reviewing and making recommendations for adoption of instructional materials (including Textbooks) as well as assessing them to ensure that the instructional materials are suitable and in alignment with course and program student learning outcomes.
19. The Program Coordinator will submit to the Department/Program Chair each semester a timely list of all instructional materials that need to be ordered by the Bookstore.

**C. Deadlines:**

1. Annual Learning Assessment Report – October 15
2. Annual Planning Report – February 15, in any year in which a Program Review is not due
3. Program Review – February 15 every 4th year
4. Agendas and minutes of Program Committee meetings – 30 business days after the meeting
5. Agendas and minutes of Advisory Committee meetings – 30 business days after the meeting (Workforce only)

**D. Member's Checklist Report:**

The Program Meeting Minutes will serve as the Member's Checklist Report. The Program Coordinator will provide the Program Committee Meeting Minutes to the appropriate Department/Program Chair, dean, and director and to the Office of the VCIS no later than 30 business days after the meeting so that the minutes may be used in the faculty evaluation process. In the case of reports on Program Committee members who are Chairs, the report will be given to the Chair's Dean or Director. The Program Coordinator shall use the attached Program Committee meeting minute's template.

**F. Compensation:**

The Program Coordinator will have the option to choose between a 10.5 month contract or a 12 month contract for his/her term of office. The Program Coordinator shall receive two 3 SCH alternative assignments for each semester (fall, spring, and summer) if the 10.5 month option is selected. The Program Coordinator shall receive one 3 SCH alternative assignment for each semester (fall, spring, and summer) if the 12 month option is selected. The compensation shall be provided by the Office of Fiscal Planning & Budget based on the most current list of Program Coordinators provided by the Office of the Vice Chancellor of Instructional Services.

## Faculty Senate Leadership:

### **1. Faculty Senate President:**

The Faculty Senate President receives a full release for the academic year during the term of service as well as a 12 month contract to cover the duration of the term. During his/her term of assignment, the President will report to the VCIS's office at 3100 main.

### **2. Faculty Senate President-Elect:**

The Faculty Senate President-Elect receives a 3 Contact Hours release for the spring semester and a 3 Contact Hour release for the summer semester preceding his/her term of service.

# Section Six: HCC Curriculum

## Introduction:

Among the most important tasks for community college faculty are the design, development, and delivery of the curriculum. A curriculum may also refer to a defined and prescribed set of courses which students must complete in order to pass a certain level of education, one constituting a certificate or a degree. As a comprehensive community college, we offer different degrees for two broad purposes – (1) academic transfer for students who intend to pursue a baccalaureate degree and (2) workforce entry.

The curriculum consists of the topics, the materials, and the activities that faculty use for an individual course. Although faculty are individually well-trained in their particular fields of expertise, have obtained work experiences as required, and are protected by the principles of academic freedom, faculty do not work in a vacuum; rather, faculty are required to work together with peers in academic departments or divisions, both within their colleges/Centers of Excellence and across the district, to ensure that the curriculum developed will have quality, integrity, and consistency – that it will meet standards widely recognized as appropriate and necessary by our colleagues and peers across the nation, by professional organizations, by state agencies, and by regional accrediting bodies.

In addition to the internal dialogues college peers and organizations, faculty must also be mindful of the continuum of education through which students' progress. They must communicate and work with their counterparts in both the public schools as well as the baccalaureate-granting institutions to ensure articulation of subject matter and student learning outcomes (SLO) in such ways that students will both come to HCC as prepared as possible and leave HCC well-equipped to transition successfully to the next level of learning. More information on curriculum approval process can be found at: [Curriculum](#).

## Academic and Workforce Program Committees:

Faculty control over curriculum and instruction is carried out by **program committees for both academic and workforce**. Program committees exist to ensure disciplinary coherence and excellence across the College, represent programs in the larger context of the College, lead the College into new and innovative programs and instructional methodologies, and act as the College's experts in matters concerning their programs' curricula.

## Duties and Responsibilities of the Program Committees:

The Program Committees and Workforce Industry Advisory Committees shall meet *at least* once each semester and perform the following duties and responsibilities:

- a. Selection of required curriculum materials assigned by one or more members of the program;
- b. Determination of minimum curriculum, and minimum academic standards of instruction, testing, and materials;
- c. Creation, review, and maintenance of Curriculum Guides and other curriculum materials;
- d. Recommendation to the Curriculum Committee of new or revised courses;
- e. Recommendation to the Academic Deans of course specific maximum class sizes when required for safety, instructional, or other reasons;
- f. Initiation and oversight of program reviews of the program;
- g. Provision of expert advice to college officials on safety standards in labs and other instructional issues as requested;
- h. Hearing of instructor certification appeals;

- i. Participation in HCC activities relating to the process of evaluation and ranking of faculty (if applicable);
- j. Participation in instructional decision-making at the Administrative level;
- k. Conduct of ongoing reviews of all alternate instructional calendars and instructional delivery systems;
- l. Supply basic information to the College administration for program web pages.



# Process For Curriculum Additions or Revisions

## Approval Process:

Please follow the flowchart below for Curriculum additions or revisions.

Preliminary Assessment	Approval Process	Approval Process	Implementation
<ul style="list-style-type: none"> <li>• Addition or Revision of Curriculum Presented to Program Coordinator (PC)</li> <li>• PC Meets with Program Committee</li> <li>• PC Meets with Curriculum Office</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Process Initiated</li> <li>• Timeline Established</li> <li>• PC Informed about Approval Bodies and Documentation Required</li> <li>• PC Informed if SACS Prospectus or Change Notification Required</li> <li>• For SACS Prospectus, Template Provided by Accreditation Compliance Office</li> <li>• PC Meets with Curriculum Manager for THECB Requirements</li> <li>• PC will enter Modifications to CurriculNET</li> <li>• Financial Aid Notification by Curriculum Office of Proposed Changes</li> <li>• CTE Programs Only: Meet with Advisory Committee</li> <li>• PC Meets with Appropriate Dean/Director</li> </ul>	<ul style="list-style-type: none"> <li>• Deans/Directors Council for Approval</li> <li>• Curriculum Council for Approval</li> <li>• Vice Chancellor of Instructional Services for Approval</li> <li>• Recommendation to Chancellor's Cabinet</li> <li>• (New Programs or Awards) HCC Board Approval Required</li> </ul>	<ul style="list-style-type: none"> <li>• THECB Submission</li> <li>• THECB Approval</li> <li>• (New Program or Awards) Prospectus Sent to SACS</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• (Revisions) Change Notification Sent to SACS</li> <li>• Accreditation Compliance Office Notifies Curriculum Office of SACS Approval</li> <li>• Financial Aid Notified of Approval</li> <li>• Financial Aid Office Notifies DOE</li> <li>• Curriculum Office initiates Revisions to PeopleSoft and Catalog and Creation of Degree Plan</li> <li>• Curriculum Office Notifies all Parties Classes Can Be Offered</li> </ul>

8/4/2015

# Glossary:

**Adjunct (Part-time) Faculty:** Instructional, and Librarian faculty teaching/working less than 50% of a full-time load (see Workload for Adjunct faculty for limitations and exceptions) or less than 20 hours a week, paid on the non-contract semesterly pay scale or the part-time hourly pay scale.

**Alternative Assignment:** An assignment given to an adjunct or full-time faculty member in place of standard duties of equivalent value. In addition, an alternative assignment is in lieu of a faculty's teaching/learning support portion of the faculty workload.

**Annual Assignment:** Either the nine-month, ten and half-month, or twelve-month period of a faculty workload contract.

**CEU:** An acronym for Continuing Education Units, a method of measuring the completion of segments in a non-credit program. One CEU usually represents 10 contact hours of participation for students. HCC awards and transcripts CEUs for all workforce-related continuing education courses. This is the internationally recognized standard for awarding CEU credits. However, in certain professions, such as, medical, fire, law enforcement, etc. professional certification and licensure requirements demand that hour for hour credit be awarded.

**Contact Hour:** The lecture and lab Contact Hours listed in the HCC catalog, next to each specific course, representing the time that students are in "contact" with faculty. Contact hours are also the basis used in Texas for state reimbursement of instructional costs to colleges.

**Credit Hour:** Sometimes called semester hour or semester credit hour, this hour represents the credit that the student receives for taking a course. It should not be confused with contact hours.

**CE/DEL:** An acronym for School of Continuing and the Division of Extended Learning.

**CE /DEL faculty:** Faculty who are employed full- or part-time to teach non-credit or CEU classes. The hiring authority often resides within the School of Continuing Education. Faculty members may be assigned a workload with split assignments teaching credit and non-credit courses as well as hourly assignments.

**Freshman (Student) Success Courses:** All first time students or transferring to HCC with less than 12 SCH of college credit must take a Student Success Course in their first semester of attendance. The Student Success Course for HCC is EDUC 1300, Learning Frameworks. [www.hcc.edu/EDUC1300](http://www.hcc.edu/EDUC1300)

**Negotiated Workload:** A workload with at least one alternative assignment and including teaching/learning support, student advising and support, institutional and community service, and professional development activities. In addition, alternative assignments are in lieu of a faculty's teaching/learning support portion of the faculty workload.

**Office Hours:** Office hours may be negotiated between faculty and Chair as part of allowable academic advising activities for faculty. Office hours are considered part of academic advising, NOT in addition.

**Overload:** Assignment(s) for full-time faculty beyond a standard or alternative workload; any workload beyond 15 Contact Hours or beyond the teaching/learning support portion (75%) of a Full Time faculty workload.

**Pay Scale/Non-Contract Semesterly:** A pay rate for part-time faculty based on degree and the Equated Hours worked.

**Pay Scale/Hourly:** A pay rate for part-time faculty based on qualifying hours of work, not on degree or Equated Hours.

**Professional Development:** Activities to acquire new knowledge to remain current in the field, including attendance at workshops, seminars, and conferences that enhance faculty's knowledge of content and/or pedagogical or technological skills.

**Rigor:** A set of common standards specifying the expectation, instruction, and learning experiences that intellectually, academically, and personally challenge students to develop deep conceptual understandings of complex knowledge and skills; such standards will be recognized as acceptable to outside accreditors, academic institutions, and/or current industry standards.

**Standard Workload:** A workload containing teaching/learning support, student advising and support, institutional and community service, and professional development activities. Teaching / Learning Support: Activities supporting students including teaching, planning, evaluating, and class preparation.

**Work Breaks:** The College acknowledges work breaks in a faculty workday. For librarians, there are 30 minutes allowed for breaks during a regular 8-hour workday. The lunch hour or time is additional and is not included in the regular 8-hour workday. For instructional faculty, a 10-minute break (for faculty and students) is allowed for every 1 hour of class time. One of these 10-minute breaks must be at the end of class, to ensure adequate time before the next class period.

**Workload:** Duties required of full-time faculty during a contract period of average 40-hr. work weeks.

**Work week:** 40 hours per week for full time.

**Other:**

- Chair: a faculty member elected into this position has administrative responsibilities that include, but are not limited to, coordination of the schedule, evaluation of part-time faculty, and making hiring recommendations for full-time faculty to the Dean or Director.
- Associate Chair: a faculty member elected into this position has administrative responsibilities that may include, but are not limited to, input on the schedule, part-time faculty evaluations, and assistance with instructional program development.
- Program Director: a faculty member elected in this position has administrative responsibilities that include, but are not limited to, coordination of the schedule, evaluation of part-time faculty, making hiring recommendations for full-time faculty to the Dean or Director, and upholding the tenets of third party accrediting bodies.
- Program Director for the Health Sciences: a faculty member elected in this position has administrative responsibilities in the Health Sciences that include, but are not limited to, coordination of the schedule, evaluation of part-time faculty, making hiring recommendations for full-time faculty to the Dean, and upholding the tenets of third party accrediting bodies.
- Program Coordinator: a faculty member elected in this position has responsibility for the coordination of assessment of curriculum and selection of textbooks within a Department.



**APPENDIX B**

**ALTERNATIVE ASSIGNMENT PROJECT REQUESTFORM**

Faculty name: \_\_\_\_\_ EMPL ID: \_\_\_\_\_ Department or Center of Excellence: \_\_\_\_\_

Academic Year: \_\_\_\_\_ Semester: \_\_\_\_\_ Funding Source: \_\_\_\_\_

**Overall Project**

*Description:* \_\_\_\_\_

Alignment with Strategic Objective (from the strategic Plan or Division Goals): \_\_\_\_\_

Number of Hours requested (1 contact hour equates to 30 hours of work): \_\_\_\_\_

Type of allocation requested: \_\_\_\_\_ Release time: \_\_\_\_\_ Stipend: \_\_\_\_\_

**Scope of Work: Project Deliverables and Timeline:**

<b>Deliverable</b>	<b>Due Date</b>	<b>Progress Report Due Date</b>

**Alternative Assignment Scope of Work Project Approvals:**

For Stipends Only: \_\_\_\_\_ Lump Sum Payment: \_\_\_\_\_ Two Installments: \_\_\_\_\_

I understand that the alternative assignment is provided to improve teaching and learning in the specific activities outlined above. I further understand upon completion of the project, I will be required to coordinate with my supervisor a plan for dissemination to instructional and student service areas (if applicable).

Department/Program Chair: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Division Dean or COE Dean/Director: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

AVC or President: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# ALTERNATIVE ASSIGNMENT EVALUATION FORM

## Progress Report and Payment Approval FORM

Faculty name: \_\_\_\_\_ EMPL ID: \_\_\_\_\_

Department or Center of Excellence: \_\_\_\_\_

Academic Year: \_\_\_\_\_ Semester: \_\_\_\_\_

Funding Source: \_\_\_\_\_

### Scope of Work: Project Deliverables and Timeline Evaluation and Verification:

Deliverable	Due Date	Evidence provided of work completion (describe)

Evidence of expected work completion within project timeline satisfactory: Yes \_\_\_\_\_ No \_\_\_\_\_

Approval Signature (direct supervisor): \_\_\_\_\_ Date: \_\_\_\_\_

Division Dean or COE Dean/Director: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX C**

**Incomplete Grade Contract**

**Agreement Between Faculty & Student For Completion Of A Course In Which The Grade “I” (Incomplete) Has Been Assigned**

This form should ONLY be used in the case where a letter grade “I” is assigned to a student at the end of the semester. When you complete the form, please keep a copy for your file and provide the student with a copy as well. In cases where it is impossible to obtain a student's signature, an e-mail confirmation from the student can be used in place of a signature (print a copy of the email and attach it to the form).

Student’s Name: \_\_\_\_\_ ID# \_\_\_\_\_

Contact Info (email, phone, etc.): \_\_\_\_\_

Course: \_\_\_\_\_ CRN: \_\_\_\_\_ Semester & Year: \_\_\_\_\_

Reason for Incomplete “I”: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Specific Assignments to be Completed (use separate sheet if necessary):

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

According to the HCC Student Handbook, “The grade of ‘I’ (Incomplete) is conditional. If you receive an ‘I’ you must arrange with the instructor to complete the course work within six months. After the deadline, the ‘I’ becomes an ‘F’. All ‘I’ designations must be changed to grades prior to graduation. The changed grade will appear on 2 your record as ‘I’/Grade (example: ‘I/A’).”

I, \_\_\_\_\_ understand that if I do not complete the above work by \_\_\_\_\_, the grade of F will be recorded for this course.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student’s Signature

\_\_\_\_\_  
Faculty Signature